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ABSTRACT

As part of a federal grant to develop an across-the-curriculum ethics program, ethics instruction was integrated into English classes at Colorado's Community College of Aurora (CCA). In the English classes, students were first asked to read case studies from CCA's ethics handbook detailing specific ethical problems. In subsequent classes, students were divided into groups to discuss one of the case studies and then individually wrote responses to the ethical dilemma. Pre- and post-ethics surveys were distributed to 48 students in 4 English classes to determine their characteristics and whether the goals concerning ethics and critical behavior were achieved. An analysis of responses indicated the following: (1) 56% of the respondents were female, 81% earned less than $20,000 a year, and 67% were Caucasian; (2) while a slight change was found regarding students understanding of the term ethics on between pre- and post-tests, 84% indicated that their interest in writing had increased because of the ethics exercises; and (3) 88% felt that their tolerance when hearing different and opposing views had increased. Appendixes comprising the bulk of the document provide the 5 case studies from the CCA handbook; the written assignment for responding to the case studies; the pre- and post-test instruments; graphs of responses; students' analyses of the case studies; and all 48 completed surveys, with students' comments to fill-in-the-blank and open-ended questions. (TGI)

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Running head: Integrating Ethics

ED 402 958

Integrating Ethics through Case Studies: Enhancing Learners' Ethical Thinking in Composition Classes

Presented at the
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May 25, 1994, in Austin Texas,

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CONTENTS

Foreword....5

Background....6

Integrating Ethics Exercises--An Overview....7

A Preliminary Summary on Incorporating Ethics in the English Classroom....9

Purpose of this Needs Assessment....10

Distributing Ethics Survey and Conducting Ethics Discussions....12

Analysis of Pre- and Post-Ethics Survey Responses (Background Information....16

Analysis of Pre- and Post-Ethics Survey Responses (Fill-in-the-Blank)....19

- Analysis of Results to Question 1....19
- Analysis of Results to Question 2....21
- Analysis of Results to Question 3....22
- Analysis of Results to Question 4....25
- Analysis of Results to Question 5....29

Analysis of Pre- and Post-Ethics Survey Responses (Lickert Scale)....32

Analysis of Pre- and Post-Ethics Survey Responses (Graded Paragraphs)....33

Summary Analysis of Integrating Ethics Exercises through Case Studies....36

Final Thoughts for Using Ethics Exercises through Case Studies....39

Recommendations to English Instructors for Incorporating Ethics Exercises through Case Studies in College English Writing Classes....41

References....43

Appendix A: Case Studies....A-1

Appendix B: Written Assignment--Responding to One Case Study....B-1

Appendix C: Needs Assessment Surveys A and B....C-1

Appendix D: Pre- and Post-Ethics Survey Responses for Four English Classes--Fill-in-the-Blank Answers (Parts I-V)....D-1

Appendix E: Pre- and Post-Ethics Survey Responses for Four English Classes--Lickert Scale Responses (Tables and Graphs)....E-1

Appendix F: Students' Written Assignments (Responding to One Case Study)....F-1

Appendix G: Actual Surveys (Pre- and Post-) of All Respondants....G-1

TABLES

Table Page

1 Background Information (Part A) Class 1; Code Letter (C).........17

2 Background Information (Part A) Class 2; Code letter (P).........17

3 Background Information (Part A) Class 3; Code Letter (CI)........18

4 Background Information (Part A) Class 4; Code Letter (CII).......18

5 Background Information (Part A) All Classes; Code Letters (C, P, CI, CII)..........18

6 Respondents Indicating An Increase (i) or Decrease (d) in Their Interest in Writing after Incorporating Ethics Exercises.........26

7 Respondents Indicating an Increase (i) or Decrease (d) in Their Tolerance of Other People's Opinions after Incorporating Ethics Exercises..........30

E-1 Lickert Scale Results of All Classes with Means and Standard Deviation..........E-2

E-2 Results of t-Test..........E-3

FIGURES

Figure Page

E-1 Ethics Survey Results Q1: Means (Avg) and Std Deviation (Std)..........E-4

E-2 Ethics Survey Results Q2: Means (Avg) and Std Deviation (Std)..........E-5

E-3 Ethics Survey Results Q3: Means (Avg) and Std Deviation (Std)..........E-6

E-4 Ethics Survey Results Q4: Means (Avg) and Std Deviation (Std)..........E-7

E-5 Ethics Survey Results Q5: Means (Avg) and Std Deviation (Std)..........E-8

E-6 Ethics Survey Results Q6: Means (Avg) and Std Deviation (Std)..........E-9

E-7 Ethics Survey Results Q7: Means (Avg) and Std Deviation (Std)..........E-10

FIGURES (continued)

Figure Page

E-8 Ethics Survey Results Q8: Means (Avg) and Std Deviation (Std)....E-11

E-9 Ethics Survey Results Q9: Means (Avg) and Std Deviation (Std)....E-12

FOREWORD

Marcel Proust in his classic book Remembrance of Things Past stated emphatically, "We don't receive wisdom. We must discover it ourselves after a journey no one can take for us or spare us, for it is a point of view about things." This point of view about "things" has been pointed out to me by Dr. C. David Lisman, Director, Ethics Project, Community College of Aurora, while guiding and instructing a faculty seminar titled "Integrating Ethics in the Curriculum" and by reading through A Participant's Handbook for Integrating Ethics Into the Classroom, which was our "bible" for the project. I think that the faculty who participated in this project now realize the profound effect that "teaching" (and I use the term loosely) ethics can have upon students if integrated intelligently and judiciously in their chosen curriculum. In reality, the teaching and integrating of ethics within any course at the college level can provide students with valuable insights concerning morality on not only the academic level, but on personal and occupational levels, too. By incorporating and "teaching" ethics in the academic setting, students can analytically gain new insights concerning morality and ethical behavior by critically and reflectively thinking about such issues. Also, students, I think, can be taught to not only recognize ethical issues, but develop the analytical skills to respond morally and responsibly with their brains as well as their hearts. As Artistotle once said, "Educating the mind without educating the heart is no education at all."

BACKGROUND

In the fall of 1990, the Community College of Aurora (CCA) received a federal grant, which was awarded by FIPSE (Fund for the Improvement of Post-Secondary Education), to develop a three-year, across-the-curriculum, ethics program. CCA was one of only a handful of community colleges nationwide to be selected for this grant award, which was quite an honor considering 1900 higher education institutions vied for this prestigious grant. I was fortunate enough to be one of the first faculty members at CCA to participate in this project headed by Dr. C. David Lisman. Our project goal was to integrate ethics "somehow" into our respective academic areas. Being an English instructor at both the developmental and composition levels, I explored various options to integrate ethics into my English classes. As a participant, I was schooled in moral theory and its application via the classroom.

At the onset of this project, it was conjectured that one of the primary ways by which students could gain insight into morality was to have the opportunity to reflect and discuss ethical issues and concerns that pertain to their college courses. The basic purpose for teaching ethics was to provide students with those concepts and analytical skills that would enable them to deal with broad ethical theory in attempting to resolve both personal and professional dilemmas as well as to reflect on the moral issues which face our society daily. This growing interest in interdisciplinary ethics has been fueled by recent, well-publicized abuses of power such as the savings and loan (S&L) scandal, HUD abuse, and so forth. The remarkable aspect here, I think, is that ethics has been integrated quite successfully in medical schools across our nation for the past decade; however, in other areas of the academic world, integrating ethics has had few proponents, which I feel has "robbed" our college classroom learners of receiving a complete, well-rounded education.

Consequently, the objectives of this project were multifarious. Since each faculty member's goal was to develop or design a tool to integrate ethics into his or her respective course, the following objectives were to be considered by the individual project participant, to help his or her learners understand the importance of ethical behavior in their daily lives: the instructor must try to help the student...

stimulate the moral imagination;
recognize ethical issues;
develop analytical skills;
elicit a sense of moral obligation and personal responsibility; and
develop tolerance toward disagreement and the inevitable ambiguities in dealing with ethical problems.

INTEGRATING ETHICS EXERCISES--AN OVERVIEW

I chose to integrate ethics into my English classrooms by using selected case studies from our ethics "handbook" (see Appendix A). I had my students in English composition classes at CCA in the fall and spring of 1990-1991 read the case studies for homework. Then, in the next class session, I explained that morality "refers to a set of principles or rules that guide us in our actions" and that "ethical theory or moral philosophy refers to reflection on the nature of morality" and that "this definition of morality provides us with a guideline for distinguishing an ethical from a non-ethical situation" (Lisman, 1990, p. 1). Then, I explicated that a moral or ethical situation is "any situation in which the interests or needs of another must be taken into account in our decision and in which one is confronted with a decision of principle concerning whether one's own needs or interests deserve precedence over those of others" (Lisman, 1990, p. 10).

Next, I divided them into teams to discuss one case study and come up with a solution to the ethical dilemma. If there was dissension within the group concerning the solution, I asked them to work together to come up with a "consensus solution" for their particular group. We then had each group choose a spokesperson, who would state the group's "consensus solution" to the class. Their solution was then discussed with the entire class and opposing views were considered. In addition, I did explain our nation's laws concerning any legal ramifications such as the separation of church and state. Naturally, lively discussions ensued, and it was a raucous time for this instructor trying to delineate and decipher the various viewpoints.

The next step, after all six case studies were discussed in class, was a written assignment (See Appendix B). Each student was asked to write a well-developed paragraph with his or her solution to the ethical dilemma involved for one of the case studies discussed in class. They were asked to think logically and ethically concerning their chosen solution, providing not only the finished paragraph, but a "brainstorm" on how they arrived at this solution. (This, of course, is a brief overview of the integration. A more specific, detailed description can be found in a later section of this report.)

As an educator in English, I believed that this type of exercise was an excellent way to get learners to at least think and write about something, so I could help them with their English (grammar, punctuation, spelling, and so forth). I also felt that I could also respond individually to the student as far as his or her analytical skills used during the critical-thinking process. In essence, this type of ethical case study exercise seemed to motivate students of English to write about something that they deemed interesting; for the most part, however, I think my students enjoyed doing this particular type of exercise.

A PRELIMINARY SUMMARY ON INCORPORATING ETHICS IN THE ENGLISH CLASSROOM

By incorporating ethical exercises with ethical dilemmas in need of solutions as writing avenues into my English classroom, I felt that I had provided my students an arena to explore their own feelings about some of the moral issues facing our complex society today, especially in an academic environment. Because we live in a such fast-paced, technological world, I believed that my learners needed to be provided with such ethical issue exercises, so they could have a greater understanding of themselves as human beings. Hopefully, my students would understand that empathy, and the capacity to display it, was important, too. I found that presenting case studies with ethical issues in class, discussing them, and then writing about them seemed to help my students interact with one another with respect and made them more aware that some issues were complex and that these issues needed to be discussed and dissected to come up with reasonable and (hopefully) ethical solutions. It seemed that this particular exercise brought my students, not only closer to me as far as rapport, but also closer to one another as far as understanding each other's views. I believed that providing an ethics forum with both oral and written exercises made my students think and write more analytically and demanded them to reflectively and critically think before arriving at a specific solution. I saw no problem or disadvantage in incorporating such an exercise, and I think that it certainly worked in my particular classrooms as it seemed to help my learners think more deeply about ethical dilemmas both inside and outside an academic setting.

As an educator, the importance of incorporating ethics into our classrooms is paramount as reflected in the National Education Association's (NEA) "Code of Ethics in the Education Profession['s]" Preamble, which states, "The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles..." (1975). Incorporating ethics in academia, as Proust said, may be one of those important things. But, was I really making a difference in my learner's behavior by promoting ethical thinking? Did I increase their ability to recognize ethical issues by introducing case studies in my classroom? Did I increase their ability to make ethical decisions and/or draw conclusions? Were my students now more tolerant to differences in opinions concerning ethical solutions? And finally, did discussing case studies with ethical dilemmas and then writing a response to them increase their interest in writing? These questions, I believe, can be translated to goals, which I hope to present when this study is complete. Hopefully, I will see a justfication for presenting these ethical dilemmas, and maybe, I will have changed some of my student's moral or ethical behavior in a positive manner.

PURPOSE OF THIS NEEDS ASSESSMENT

To investigate and hopefully discover the answer to these important questions (since I had been introducing case studies with ethical dilemmas for the past year in my writing classes), I have decided to conduct a needs assessment this semester to four English classes in three area junior and community colleges in the greater Denver metropolitan area, which should give me a somewhat diverse population sample. According to Burton and Merrill's modified definition, a needs assessment "is the process of determining goals, measuring needs, and establishing priorities for action" (Briggs et al, 1991, p. 23). With this modified definition in mind, I have designed an instrument to give my students to see if I am achieving the goals concerning ethics and ethical behavior in my English classes (see Appendix C).

But, what is the real purpose of examining social issues and writing about them in an English class? Is there a benefit? In Samuel Totten's informative article "Addressing Social Issues in the English Classroom," he adamently states:

> By its very nature a democracy needs citizens who are aware, informed, and critical, in the best sense of the word. And it seems as if the schools have a special responsibility to prepare our students to become such citizens. To do so it seems imperative that the schools need to deal with the "burning" issues of the day, and not in a perfunctory manner; but in a way where the students are both encouraged and provided with assistance in truly grappling with and pondering what they have heard and read. That is, they need to come to understand that they should not simply accept every statement, idea, and ideal as unequivocal fact, but should make an effort to delve beneath the surface in order to fully examine the truths, values, and ramifications of that which is put forth (p. 5).

Further, he believes that if an educator really cares about fully educating the learner, then that educator will not "shy away" from helping the learner learn, understand, and respond intelligently about key social issues.

> In the best English classrooms the curriculum is an amalgam of reading, writing, speaking, and listening, in which critical thinking is an integral, and not an adjunct, component of it. It is also one in which students deal with ideas concerning the individual's relationship to his/her society and environment. Thus, it seems that the explicit inclusion of the study of social issues into the English curriculum would be a natural fit; but, be that as it may, that has not, for the most part, been the case (p. 6).

Is this true? I wholeheartedly believe the answer is, "Yes!" It does seem (especially in recent conversations with my English colleagues at various institutions of higher learning) that my fellow educators in English rarely encourage or incorporate the examination of ethical issues, which might relate to their students' daily lives. This, I think, is a shame because here is the chance for English educators to possibly make writing paragraphs, essays, whatever, a more interesting and motivating learning experience. Let's face it . . . writing for an English teacher is a bore; thus, educators such as John Dewey and other theorists on writing have noted that "if the students have a vested or genuine interest in what they are studying or writing about then the learning process will be that much more efficacious as well as valuable . . ." and that ". . . one of the most fascinating ways to enliven and make the curriculum more relevant to the lives of our students is by incorporating the study of social issues into the extant curriculum" (Totten, 1986, p. 8).

It is my belief that the critical and reflective thinking skills acquired during the examination and discussion of case studies in the classroom and then responding to them by writing a resolution to an ethical dilemma will prove to be valuable, not only in their academic coursework, but also in their daily lives. And research seems to agree.

> More specifically, these skills/abilities should result in students who are capable of: knowing when and how to search for, and evaluate data; clearly abstracting and organizing information; dealing with divergent points of view as well as difficult and perplexing questions; listening to, considering, weighing, and evaluating ideas, concepts, etc.; detecting bias and propaganda; recognizing and examining his/her own points of view, values, prejudices and beliefs; "presenting their own ideas logically and convincingly, relying upon understanding instead of emotion"; formulating hypotheses and taking different positions which are solidly grounded; dealing with problematic situations in a democratic way; synthesizing ideas, concepts, etc.; reaching conclusions, which will often be tentative, based on his/her study; identifying and evaluating possible courses of action; etc. (Totten, 1986, p. 14).

DISTRIBUTING ETHICS SURVEY AND CONDUCTING ETHICS DISCUSSIONS

As previously discussed, I designed a pre- and post-ethics survey (see Appendix C) to see if reading and discussing ethical case studies and subsequently writing a paragraph responding to one case study by each student (1) made a difference in their ethical and moral thinking; (2) increased their ability to make ethical and moral decisions and/or draw conclusions; (3) made them more tolerant to differences in opinions concerning ethical solutions; and (4) increased their interest in writing in English classes after reading, discussing, and responding to them. These, I felt, were the issues I was trying to address. Since accountability and relevance are vitally important in our education system, I designed a pre- and post-ethics survey to measure my students' feelings concerning these issues. These terms, accountability and relevance, roughly translate to mean "that what is taught should be useful to the individual, community, and country, and that educators . . . should be responsible for the success or failure of their efforts" (Briggs et al, 1991, p. 18). Essentially, I wanted to determine if what I was doing made a difference in their thinking concerning ethical and moral issues.

The pretest questionnaire (Ethics Survey A) was given before my short lecture on moral and ethical thinking and before I gave them the ethical case studies to read. It consisted of three parts: (1) Part A--general information background concerning gender, age, income, and race; (2) Part B--three general, open-ended questions relating to ethics as well as writing about such subjects; (3) nine questions on a Lickert scale relating to their feelings about ethics in their personal and social lives. I had each student choose a number (one to twenty-five) from a list I passed around and had them record this number in the upper right-hand corner of their questionnaire where a space was provided. This list was given to a "student monitor" to "save" until the post-questionnaire, where they were instructed to use the same number again. This assured anonomity for each student's answers and was used to "measure" their pre- and post-ethics survey responses. I then gave a short lecture (10 to 15 minutes) on moral and ethical theory whereupon I distributed the case studies packet at the end of class. I instructed them to read each case study by the next class period, asking them to come prepared to discuss the ethical dilemma in each case. I also gave them the written assignment (Appendix B), so they would keep in mind the written assignment that would be turned in the following week.

When the next class commenced, I noticed that most of my learners had read the six case studies (which as an educator was somewhat surprising) and were genuinely interested in discussing them. We discussed "Case Study No. 1: Equal Treatment" (see Appendix A) as a group, taking each "fact" or point into mind, and arrived at a few solutions to solve this particular ethical dilemma. Surprisingly, all my students in all my classes adamantly agreed that Sharon Broomstead needed to grade students on one scale and one scale only. Even those learners that I deemed "shy" and "reserved" throughout the first eight weeks of the semester wanted their opinions heard, which I thought was remarkable. (In essence, I conjectured that their interest was piqued, and they were motivated to speak up concerning equal treatment in the classroom.)

After discussing the first case study, I divided them into five groups (with each group taking one case study) and instructed them to choose a "spokesperson," who would report their "consensus solution" to the class. I gave them ten minutes to do this. As I observed from the podium at the front of the class, I was somewhat astounded: most, if not all learners (in each of my four classes), became feverishly involved, wanting their opinions and solutions to be heard by the other members in their group--and yes, it was a raucous, active learning situation.

After 10 minutes, we reconvened as a group. I then had each student spokesperson address the class for his or her own group's solution to the ethical dilemma of their ethical case study. After the solution was presented with each point of the case study taken into consideration, the rest of the class members were allowed to infuse their own opinions and solutions. Yes, there were counter-arguments, profusely interjected, with learners sometimes agreeing and disagreeing about who the "bad guy" was; but, as an observer who did not become actively involved (as I wanted my opinions not to influence any of my learner's thinking), I was impressed by their ethical and logical analyzations as they spewed their own particular solutions and feelings concerning each ethical dilemma in each of the remaining case studies. I was also amazed how my learners worked together in groups toward a common solution and how they tried to win over the rest of their peers in the ensuing class discussions. Overall, I felt that such discussions were "relevant" to their own lives (as stories similar to the case studies almost always "popped" up) and that these discussions seemed to enlighten them with ideas for their own paragraph responses, which were due at the next class meeting--no exceptions. This discussion of all six ethical cases, it should be noted, took one hour and fifteen minutes--or one class meeting.

At the next class meeting, I collected their typed paragraphs, along with any brainstorming, etc., and was further impressed by the number of assignments turned in on time, which is usually an English instructor's nemesis. Each of my four classes' students turned in a paragraph, minus two from one class, which turned out to be nearly 100 percent. This "happening", in itself, is truly amazing as the vigor to accomplish such writing tasks in English classes is usually not present.

I then distributed "Ethics Survey B" (Appendix C), which was designed exactly like Ethics Survey A except for two questions added in Part B that pertained to writing and discussing ethical case studies in my class. If any learner forgot his or her code number, the student monitor had it. (This paper matching students with numbers was "tossed" after all learners responded to Ethics Survey B.) After collecting this survey, the students seemed anxious to know my opinions. Hence, I then summarized every case study briefly, giving them my opinion for each. I believe they appreciated and respected my viewpoints as a professional educator, and most learners saw that many solutions existed as long as the solutions were logical, ethical, and moral. Before this, some learners were worried that the solutions presented in their paragraphs, being different, might be downgraded. This exercise seemed successful, but I needed to analyze the data to see if it was a worthwhile activity, that is, presenting ethical case studies as a writing assignment.

ANALYSIS OF PRE- AND POST-SURVEY RESPONSES (BACKGROUND INFORMATION)

Tables 1 through 4 show each of the four participating English classes and their student population makeup, which I categorized as general background information (Part A on the pre- and post-ethics surveys). Depicted are four areas of concern: gender, age, income per year, and race. I felt that these areas would show me some of the general characteristics of my learners for each class who participated in this research project. Table 5 is a summary of all participants' background information from the four classes who particpated.

Overall, 21 male (44 percent) and 27 female (56 percent) learners took part in my survey (48 participants); that is, they were present (in class) when the pre- and post-questionnaires were distributed on separate days. The ages of my respondents ranged mostly from 18 to 40 years old. Consequently, three categories of age groups (under 21 years, 21 to 30 years, and 31 to 40 years) made up the total sample (one participant was 41 years or older), and the number of respondents in each of these three categories were almost identical (see Table 5). The majority of my respondents' incomes (39 out of 48 or 81 percent) made less than $20,000, which most likely indicates that they were full- or part-time students from the lower or middle class and were most likely working full- or part-time. Thirty-two respondents of my total sample population were

Caucasian (67 percent); sixteen respondents were from minority groups (33 percent), which included nine African-Americans, five Hispanics, one Asian, and one American Indian.

I think this background information of total respondents who participated in my survey shows quite a diversification of individuals as far as race, income per year, and age. This possibly indicates that my population sample was diversified and was a fair representation of community college students (three different community colleges) in the Denver metropolitan area, who participated in the survey.

Table 1 Background Information (Part A)
Class 1; Code Letter (C)

Gender	No. of Respondents
Male	8
Female	6

Age	No. of Respondents
Under 21 years	4
21-30 years	4
31-40 years	6
41-65 years	0

Income per Year	No. of Respondents
under $10,000	3
$10,000 to 20,000	6
$20,000 to $30,000	3
$30,000 and up	2

Race	No. of Respondaents
Caucasian	6
Afro-American	7
Hispanic	1
Asian	0
American Indian	0
Other	0

Table 2 Background Information (Part A)
Class 2; Code Letter (P)

Gender	No. of Respondents
Male	2
Female	8

Age	No. of Respondents
Under 21 years	1
21-30 years	1
31-40 years	7
41-65 years	1

Income per Year	No. of Respondents
under $10,000	4
$10,000 to 20,000	5
$20,000 to 30,000	1
$30,000 and up	0

Race	No. of Respondents
Caucasian	10
Afro-American	0
Hispanic	0
Asian	0
American Indian	0
Other	0

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Table 3 Background Information (Part A)
Class 3; Code Letter (DI)

Gender	No. of Respondents
Male	6
Female	6

Age	No. of Respondents
Under 21 years	6
21-30 years	5
31-40 years	1
41-65 years	0

Income per Year	No. of Respondents
under $10,000	9
$10,000 to 20,000	2
$20,000 to 30,000	0
$30,000 and up	1

Race	No. of Respondents
Caucasian	9
Afro-American	1
Hispanic	1
Asian	0
American Indian	1
Other	0

Table 4 Background Information (Part A)
Class 4; Code Letter (DII)

Gender	No. of Respondents
Male	5
Female	7

Age	No. of Respondents
under 21 years	6
21-30 years	5
31-40 years	1
41-65 years	0

Income per Year	No. of Respondents
under $10,000	5
$10,000 to 20,000	5
$20,000 to 30,000	0
$30,000 and up	2

Race	No. of Respondents
Caucasian	7
Afro-American	1
Hispanic	3
Asian	1
American Indian	0
Other	0

Table 5 Background Information (Part A)
All Classes; Code Letters (C, P, DI, DII)

Gender	No. of Respondents
Male	21
Female	27

Age	No. of Respondents
under 21 years	17
21-30 years	15
31-40 years	15
41-65 years	1

Income per Year	No. of Respondents
under $10,000	21
$10,000 to 20,000	18
$20,000 to 30,000	4
$30,000 and up	5

Race	No. of Respondents
Caucasian	32
Afro-American	9
Hispanic	5
Asian	1
American Indian	1
Other	0

ANALYSIS OF PRE- AND POST-ETHICS SURVEY RESPONSES

(Fill-in-the Blank)

Analysis of Responses to Question 1

The responses to Part B, Question 1, "When I hear the word ethics, I think . . ." showed some change occurred in some learners' understanding of the term ethics (see Appendix D). Although the analysis of this section of the survey will be totally subjective, I hope to show that the integration of ethical case studies made those students who didn't understand the term "ethics" more fully sensitive and aware of the term and could define this term more precisely after discussing and writing about ethics in a classroom situation.

In class 1 (respondents C-2 through C-21), more than half of the respondents (nine) defined the term succinctly on both the pre- and post-survey. However, five respondents changed from generic responses ("race, cultures, and religion"; "people problems"; "races and nationalities"; "proper home training"; "racial cultures, social values"; and "of nothing") to more reflective, precise responses after ethics instruction and discussion ("morals, right and wrong"; "fairness"; "making the right decisions"; "of how one is taught to think"; "of moral decisions"; and "everyone should be treated equally"). These post-survey responses, I think, show that these respondents' original perceptions of ethics changed dramatically after a week of ethics instruction and activities to a more sensitive, acute awareness of what ethics really means in their lives.

In class 2 (respondents P-1 through P-14), again, most learners (seven) had shown no change from their pre- to post-survey responses, as they understood what ethics entailed. However, three learners' responses changed from little knowledge of the term ("confusion and sorrow"; "races of people interact"; and "familiar values") to a better understanding ("of morals"; "how one person or group relates to a specific dilemma"; and "morals, familiar values") of the term ethics.

In class 3 (DI-1 to DI-14), less than half the learners' responses (five) showed no change in their responses; however, seven learners' changed their responses, showing a more precise understanding of the term ethics. In these learners' surveys, they answered with vague responses ("of people's personal opinions"; "of things like morals"; "of educated thinking"; etc.) in their pre-ethics surveys to a more precise understanding of the term ("people's personal opinion about morality"; "things that deal with morality and how they affect each other"; "it's the difference between right and wrong"; etc.) in their post-ethics surveys.

Lastly, in class 4 (DII-1 through DII-18), most learners' responses (ten) to this question showed that the affect of instruction was slight. However, two learners pre-survey answers ("personal rights, and belief" and "to race, creed, and color") exhibited a better understanding of the term in their post-survey responses ("about how it varies from person to person . . . to know different ethics of different people" and "pertains to equal opportunity").

Looking over the responses to this first question and subjectively comparing the responses in all four classes, I think that the ethical case study lecture and subsequent discussions affected those learners who never really understood what ethics entailed. These learners showed a more precise and better understanding of the term and learned how ethical dilemmas are entwined in their daily lives. It is my opinion that if such instruction can help just a handful of learners by this incorporation of ethical case studies in English writing classes, we (as educators) are helping learners think more analytically and morally when faced with ethical dilemmas in their day-to-day experiences.

Analysis of Responses to Question 2

The responses to Part B, Question 2, "When I am asked to write about a controversial topic, I find . . ." showed little change occurred when learners were asked to write about a controversial topic (see Appendix D for both pre- and post-ethics survey responses). Most learners either found it extremely difficult or easy to write on controversial issues, or they were extremely interested or not interested in writing about such issues. However, a few learners from each of the four classes exhibited a dramatic change when responding to this question.

In class 1 (C-2 through C-21), one learner in his pre-ethics survey responded that it was difficult to write on controversial issues ("it's difficult"), but in his post-ethics survey response, the learner found it "very interesting." In class 2 (P-1 through P-14), this same trend was exhibited by one learner who stated "it's difficult" in the pre-ethics survery, but proclaimed that "it's interesting most of the time . . ." in the post-ethics survey. Another learner in class 2 initially stated that "it's fun and easy," but in the post-ethics survey response that "it's interesting if it's real controversial like Madonna." Also, in class 2, a learner stated that "it's difficult unless directly affected," but related in the post-ethics survey response that "I have to break down the subject and write about a segment." These responses from classes 1 and 2 indicate that some learners' interests was aroused and that one learner thought more analytically when faced with a controversial issue.

In classes 3 and 4, more profound changes in learners took place. One learner stated that "I cannot take sides," but in this learner's post-ethics survey response, she emphatically proclaimed, "I can take a side if it goes with my ethics," which most assuredly indicates that her confidence had been elevated when asked to write about a controversial issue after the instruction and discussions. Another interesting initial response in this class indicated that the respondant got "defensive" if he thought he was "right," but in the post-ethics survey response, he proclaimed that even though he had a "strong opinion--he now listened to other persons as well," which indicates a tolerance to listening to other's opinions. Again, another respondent had an initial generic response in the pre-ethics survey ("abortion at the top of the list") to a post-ethics survey response of being "more interested and have much to write about." One respondent claimed in the pre-ethics survey that writing about controversial issues was "hard to do," but in his post-ethics survey response said that it was "cause to separate and talk about them," which indicates this learner's analytical thought processes were set in motion.

Most respondents thought these ethical case study were "fun" ("I like to do it"); however, a handful of learners found it "boring," or stated "nothing came to mind." Reviewing the pre- and post-ethics survey responses in the four classes, I find that the overwhelming majority of learners found this ethics class interesting, which certainly indicates that this type of exercise could be a factor when motivating students to think and write analytically while keeping ethical and moral behavior in mind.

Analysis of Responses to Question 3

The responses to Part B, Question 3, "When I'm asked to write about a situation with an ethical dilemma, I find . . ." showed some change occurred when writing about a situation with an ethical dilemma. Most learners again found it extremely difficult (and confusing) or easy to write about a situation with an ethical dilemma (see Appendix D). However, some learners from each of the four classes exhibited a dramatic shift when responding to the question as subjectively adjucated by the difference in their pre- and post-ethics survey responses.

In class 1 (C-2 through C-21), one respondent initially stated that he was "getting confused," yet in the post-ethics survey response proclaimed "it's easy because I know what morals or ethics are," which indicates that the lecture and discussions had a profound affect in at least recognizing ethical dilemmas. However, another respondent in the pre-ethics survey found "it's easier because most people have an idea of what right and wrong is," but in her post-ethics response stated that "it's difficult. I don't like making that kind of decision," which possibly shows that the lecture and discussion affected her perceptions in some ethical dilemmas because no one answer is truly correct as there are many ways to solve just one ethical dilemma. Likewise, another respondent recognized at first that she must "work hard to find information about it," but stated in the post-ethics survey "it's [still] hard to write about because there are many situations," recognizing that there are various solutions depending on the facts of the situation. This, I believe, shows that these students recognized that a thorough analysis is required to support any solution. Three respondents proclaimed that their ethical beliefs and personal emotions would be used in solving ethical situations on their pre-ethics survey responses ("I involved my own ethical beliefs"; "my extremist attitudes . . . my opinions are based on religious beliefs"; and "try to be objective and sympathetic") to a more open, ethical response based on society's mores ("myself taking sides with the one using proper ethics"; "the problem has a solution"; and "ethical standards [in society] are my guidelines."

In class 2 (P-1 through P-14), two respondents showed some change in their responses. In the pre-ethics survey, one respondent stated that she needed "more information about the dilemma before I feel comfortable with the dilemma," but stated in the post-ethics survey that "it is best to analyze each part of the situation and then write about it," indicating that she learned to be analytical when resolving ethical situations. Likewise, another respondent initially claimed that "I have a hard time putting thoughts into words," but later said "I need time to think," indicating that thinking about such terms took time by the student to come up with an ethical solution.

In class 3 (DI-1 through DI-14), two respondents found it difficult to write about an ethical situation ("myself fighting with myself" and "it's difficult" to more open responses, which became easier to write about ("I'm more open to both sides of story" and "it's easy because I have my own opinions") as stated on their post-ethics surveys. One respondent first stated that "I feel comfortable about it", but in her post-ethics survey response said "it's hard to come up with a solution", indicating that internal moral thinking made a solution more difficult because of the many solutions that could be present. Another respondent stated that "nothing" came to mind, but his post-ethics survey response exclaimed that "my morals and values play a significant part in my writing," which seems to indicate that he was motivated to write and that he felt there was nothing wrong with interjecting his own moral beliefs to resolve an ethical dilemma. Likewise, two other respondents stated in their post-ethics survey responses (after quite generic pre-ethics survey responses) that they "found it to be challenging" and "that it is a way to express myself about how I feel . . .," which again reflects that motivational changes were present.

In class 4 (DII-1 through DII-18), four learners in their post-ethics surveys responded that it was enjoyable, interesting, and fun to write on ethical issues ("it's interesting . . .," "it's fun," "I enjoy writing about my solution," and "I like to do it"), which indicates that this ethics activity was intrinsically enjoyable to them.

These responses to questions 1-3 (Part B, fill-in-the-blank), especially the post-ethics survey responses, revealed some pertinent data about incorporating ethics through case studies. Many students found that if they could analytically (analyze point-by-point) summarize an ethical dilemma, they felt more comfortable and confident when discussing and writing about it. Many learners found that this type of exercise was enjoyable, interesting, and fun, which could indicate that these ethical exercises possibly motivated them to write about it after analyzing the ethical situation through discussion with their peers during class. Also, I believe that the responses to these first three questions indicate that most students had a more thorough understanding of the term ethics, which could possibly help them in their daily encounters with ethical situations.

Analysis of Responses to Question 4

Probably the most enlightening responses were found in this fill-in-the-blank question. Here, the learners were asked, "Discussing ethical issues and writing about them in this English class has increased or decreased my interest in writing because. . . " This question appeared only on the post-ethics survey after the lecture, discussion, and writing a solution to an ethical dilemma in one case study. Also, they were asked to cross out either "increased" or "decreased" to complete the statement before writing the open-ended response (see Appendix C, Ethics Survey B, for the exact wording of question 4).

As shown in Table 6, 44 respondents crossed out either increased or decreased to complete their statements for question 4 (see Appendix D). For all classes, 37 respondents depicted an increase and 7 responses reflected a decrease in their interest in writing after discussing and writing about ethical issues; consequently, 84 percent of my learners felt that their interest in writing increased, and only 16 percent felt that their interest in writing decreased. This, I believe, is an interesting statistic and is extremely pertinent to those English instructors looking for ways to interest and possibly motivate learners to write "something" in their English classes, so we can help them become better writers. If we, as English teachers, can present interesting topics to motivate students to write "something," we'll at least have "something" written by students where we can provide feedback to their writing as far as mechanics, grammar, clarity, organization, and so forth. Does the presentation of ethics exercises through case studies provide learners interesting and motivating topics to write upon? I sincerely believe the answer to this question is a profound "YES!" As most English instructors of writing classes know, it is sometimes extremely difficult to motivate and interest students in writing about anything which is usually presented in our English texts, because some students see those generic topics as boring and rationalize them as unmotivating as far as responding in writing to them. However, the fill-in-the-blank responses to part B, question 4, are even more enlightening and should justify more English instructors to utilize such an ethics exercise (see Appendix D, Part IV).

Table 6 Respondents Indicating An Increase (i) or Decrease (d) in Their Interest in Writing after Incorporating Ethics Exercises

Class	No. of Respondents*	Increase	Decrease
1 (C-2 thru C-21)	12	10	2
2 (P-1 thru P-14)	9	8	1
3 (DI-1 thru DI-14)	12	9	3
4 (DII-1 thru DII-18)	11	10	1
All Classes	44	37	7

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*Some respondents failed to cross out either increase or decrease or said this incorporation had no effect; therefore, I listed them as no response (N/A).

In class 1 (C-2 through C-21), 83 percent of the learners responded that their interest in writing increased after incorporating ethics exercises. The responses indicating an increase in their interest in writing were as follows:

1. turned my mind onto new things;
2. issues more fun to write about;
3. there are a lot of different views;
4. opinions can be voiced and suggestions made;
5. increase awareness;
6. now there are more ideas to write about;
7. it allows me to think and learn on issues that someday may affect me;
8. now I don't feel that my opinion is wrong;
9. it has cultivated my thinking and seeing things from one view; and
10. it is applicable to the real life of work.

Wow! As an English writing instructor, these types of responses most assuredly indicate that the incorporation of ethics exercises has given my students more topics to write about and more topics to think about and analytically respond to. They also have indicated that it's fun, that it'll help them in "real life," and that their opinions are not necessarily wrong. Even the two learners who stated that their interest in writing decreased exclaimed "it can help me make good decisions in certain situations" and "I like writing about fictional things," which shows the instruction and discussion forced them to think analytically and creatively, and this exercise piqued their interest and awareness of sensitive ethical issues.

In class 2 (P-1 through P-14), 89 percent of the respondents declared an increase in their interest in writing. These responses indicating an increase were as follows:

1. I can now look at different views of a situation;
2. I feel it has opened a new door for me;
3. I think it's interesting;

4. I have learned to be more specific of what I'm writing about;

5. I found the case studies interesting; and

6. ethical issues force you to think and study before making a decision.

However, two respondents who stated their interest in writing increased exclaimed, "but it's still hard to write about" and "I can think what's wrong, but I wish I had solutions." Again, this English instructor can see that my students' interest was aroused, and seemingly, they were "forced to think."

In class 3 (DI-1 through DI-14), 75 percent of the respondents said their interest in writing increased. Although the responses declaring an increase in writing interest were somewhat similar to the aforementioned ones ("the topics were interesting"; "you can write more on ethical issues"; "made me think harder"; and so forth) (for all responses, see Appendix D, Part IV), different responses sprang up such as "I like to hear people talking about minorities" and "it was a good project to prepare me for my next English class." The first response indicates that maybe issues concerning minorities should be brought out in the open and discussed freely; that is, understanding other cultures and races is important to some students. The second response indicates that this type of exercise could help the learner think more analytically (especially analyzing such ethical issues as this was a pre-essay writing course). It should be noted, however, that two students who said their interest in writing decreased after the incorporation of ethics exercises wrote that "ethical issues have little to do with English" and "writing about ethical issues and talking about them are two different things." Maybe, these students have a point, but I think that they just didn't understand the essence of the exercise itself--increasing students' interest and awareness of ethics in their daily lives and trying to interest and motivate them to write upon topical issues.

Lastly, in class 4 (DII-1 through DII-18), 91 percent of learners responded that incorporating ethics exercises increased their interest in writing. Again, most responses were similar ("I liked to do it"; "I find I enjoy stating and backing up my thoughts"; "it gave me a different perspective when writing"; and so forth (see Appendix D, Part IV for complete responses).

I believe that this particular question overwhelmingly confirms that the incorporation of ethics exercises in English writing classes can increase learner interest in writing. I think that students are forced to think more analytically when writing, that these case studies aroused their interest and made writing fun, that they realized that their opinions do mean something, and that they realized that ethical and moral thinking is important in day-to-day living whether it be on the job, at home, or in school. This incorporation of ethics exercises could even make some learners enjoy the arduous task of writing for English teachers.

Analysis of Responses to Question 5

The responses to Part B, Question 5, "Discussing ethical issues and writing about them has increased or decreased my tolerance of other people's opinions of an ethical issue because . . ." could be important to all educators. This question appeared only on the post-ethics survey after the lecture, discussion, and writing a solution to an ethical dilemma in one case study. Again, the respondents were asked to cross out "increased" or "decreased" to complete the statement before writing their open-ended response (see Appendix C, Ethics Survey B, for the exact wording of Question 5).

As shown in Table 7, 41 respondents crossed out either increased or decreased to complete their statements for Question 5. For all classes, 36 responses depicted an increase and 5 responses reflected a decrease in their tolerance of other people's opinions after discussing and writing about ethical issues; consequently, a resounding 88 percent of my learners felt that their tolerance to other people's opinions increased, and only 12 percent of my learners felt that their tolerance of other people's opinions decreased. This, I believe, is an astounding statistic in support of incorporating ethics exercises in English writing classes to help students learn to tolerate each others' opinions and take into consideration other people's views when responding to ethical dilemmas. The majority of these responses (Appendix D, Part V) shows that students, if given the opportunity to analyze, reflect, and argue in an active learning environment, can respect one another's opinions and can work together toward a common solution if given the opportunity in a classroom that promotes open discussion of ethical dilemmas involving case studies.

Table 7 Respondents Indicating an Increase (i) or Decrease (d) in Their Tolerance of Other People's Opinions after Incorporating Ethics Exercises

Class	No. of Respondents*	Increase	Decrease
1(C-2 thru C-21)	12	9	3
2(P-1 thru P-14)	9	8	1
3(DI-1 thru DI-14)	11	11	0
4(DII-1 thru DII-18)	9	8	1
All Classes	41	36	5

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*Some respondents failed to cross other either increase or decrease, or said this incorporation had no effect; therfore, I listed them as no response (N/A).

Looking over the responses for Part B, Question 5, the range of responses had some definitive common elements. Some respondents realized that they weren't always ethically correct in their initial decisions concerning an ethical solution, and they welcomed and wanted to understand other people's opinions; in essence, they became more open-minded:

1. I now realized there's more than one side to every coin;
2. Everything I think and believe may not always be right, and it makes me want to hear other people's opinions;
3. I feel more open-minded;
4. You have to listen to another's opinion. This will usually open your

eyes to something that might have been missed;

5. Some of the views I took were not the only solution to the problem;
6. I want to understand other people's views;
7. I learned that everyone has an opinion on any given subject;
8. We all have different opinions, but somebody else's solution may be just as good; and
9. You learn more as you listen to people.

These responses, of course, indicate that learners will at least listen to other people's views before making personal judgements on an ethical issue.

The responses to the question in this part of the survey also showed that respect is another important value in learners' everyday lives.

1. Everyone is entitled to an opinion, and it should be respected.
2. I have a high respect for people's opinions.
3. I have learned to listen, respect, and understand other people's views.

Finally, another key word found in this particular part of the survey was equality (as well as equal rights). It seems that equality was a cherished value by some learners, and they responded as such:

1. Everyone's different, but at the same time, everyone's equal.
2. Everyone's different, and each opinion is equal.
3. My opinion is not necessarily the right opinion--others have the right to voice their opinion, and theirs is just as equal as mine.

I believe that this qualitative data show that this particular ethical exercise brought about (within students) a feeling of tolerance and open-mindedness to other people's opinions. Respect and equality also seem to be paramount to learners, and I think learners understood how important it is to weigh the facts, take others opinions into consideration, and respect these opinions as these opinions are deemed just as important as their own. Patience seemed to be a key word also ("It helped me to become more patient when hearing other people's ideas"), which certainly is an admirable attribute for any member of our society to possess.

In essence, incorporating ethics exercises through case studies in an English writing class does increase a learner's tolerance when hearing different and opposing views from other class members, and it seems to motivate them to analytically respond to an ethical dilemma when writing. As one student espoused: "It was a GREAT writing experience" (emphasis added).

ANALYSIS OF PRE- AND POST-ETHICS RESPONSES

(Lickert Scale)

In Appendix E, quantitative data is presented in the form of tables and graphs. Table E-1 shows the Lickert scales' results of each individual student by class as well as a summary of all classes' means and standard deviation. (A scale of 1 to 5 was used; that is, if a student strongly agreed, a score of 5 was recorded; if a student agreed, a score of 4 was recorded, and so on to a score of 1 if he or she strongly disagreed for each individual response on the survey.) (See Appendix C, Ethics Surveys A and B, Part C for exact wording of each of the nine "Lickert scale" questions asked.) Figures E-1 through E-9 present the results of each individual question by class and total class results of the means and standard deviation. Table E-2 shows the results of the t-test for each individual class as well as the overall statistical data of t-test results for all classes.

Questions 1, 5, and 8 show significance because the confidence interval is 0.05 or less, which is standard for t-tests when measuring dependent samples; thus, the changes in students' answers from pre- to post-tests are not due to random fluctuation in the data and did not happen by chance. Consequently, the integration of ethical exercises through case studies did make a significant difference in the learner's attitudes. In other words, the change in learner's responses from the pre- to post-test for question 1 indicate that learners believed that they felt more ethical intrisically after the integration of ethics in the English classroom. Likewise, the responses from pre- and post-test for question 5 indicate that the learners felt more comfortable discussing ethical issues with other people after this integration. Finally, the pre- and post-test responses for question 8 indicate that learners are more tolerant of other learners' viewpoints when they disagreed with other people concerning an ethical issue after class time was devoted to discussing ethical issues.

These changes depicted by the t-test support the qualitative data already summarized (fill-in-the-blank responses) and show quantitatively that some change did take place after the integration of ethical exercises, and these changes were probably not due to chance. Essentially, learners understood ethics better (making them feel more ethical), were more comfortable when discussing ethics with other learners, and were more tolerant with other learner's viewpoints.

ANALYSIS OF PRE- AND POST-ETHICS SURVEY RESPONSES

(Graded Paragraphs)

As an English teacher, I was somewhat proud and astonished when I looked over the paragraphs that were written by my learners in relation to their ethical solutions to just one case study (see Appendix F for these paragraphs). Besides being handed in on time by most of students in all classes as previously stated, I see that the overwhelming majority of my learners took this assignment quite seriously, analyzing their case study point-by-point by "weighing the facts" before responding with an ethical solution for their chosen "case." It should be noted that even though some students did not participate in the pre- and post-ethics survey because they were absent on one or both days when the survey was distributed, all students did submit a paragraph to be graded; consequently, I received paragraphs from all learners from each of my four classes.

When I read through the variety of papers that I received this past semester, ethical solutions varied considerably. Some solutions to the ethical case studies were quite general philosophically, reiterating logical solutions that we had discussed as a group in class. For example, in response to Sharon Broomstead's equal treatment dilemma (case study number 1, Appendix A), one student wrote, "We must take into consideration the basic common belief that any policy that establishes a double standard is unfair in principle, so she was incorrect in her grading system," which reflected the majority opinion in all classes during the discussion phase of the integration of ethics; that is, "academic standards should be the same for everyone. . ." However, more unique philosophical insights to the ethical dilemma were contextually even more universal such as, "People who fail a class and learn from the mistakes they've made are better off than those who've slid [sic] by in class, but fail life."

The majority of the ethical solutions to these ethical dilemmas were logical and straightforward, revealing that learners were analytical in their responses. Most learners analyzed the facts of their chosen case study point-by-point and reached ethical solutions that were reasonable and acceptable to all parties involved in the case study. For example, one student rationalized that "Sam (the instructor in Case Study Number 2: "Equal Treatment") was responsible for creating the problem, and only he can correct it." This learner believed that Sam was "entitled to his own personal opinion about Josh; however, Sam has no right to tell anyone on campus how to dress," and that "Josh's classroom demeanor was okay because he didn't do anything wrong." This learner then analyzed each incident that took place in Sam's classroom and concluded that "Sam should have realized that he was not solving anything by simply dumping Josh. As a teacher, Sam has to find a solution to the problem; that would be the right thing to do." This response exemplifies that this learner, after analyzing the facts, realized that instructors must take moral and ethical responsibility for their actions in an academic environment and must act responsibly when confronted with ethical dilemmas and make decisions that are in the best interests of their students, so a win/win solution will occur.

Again, the majority of my students wrote sensible solutions that resolved the ethical dilemma, taking into consideration the facts and the people involved. However, some students conjectured some really unique and creative solutions that surprised me, ones that I never really considered initially when I first read the case studies, such as (in relation to case study number 2) "Sam should be reeducated in human psychology to better his interpersonal relations with students, so he can understand them better."

I also think that some students now realize that college instructors, in general, have difficult jobs and must sometimes make fair and ethical decisions when presented with mind-boggling problems concerning ethics in the classroom. In response to case study number 6, one student wrote "Jerry Groeling, the art appreciation instructor, has a difficult decision to make"; another learner, in response to this same case study, exclaimed, "The art teacher has a real problem with his art class and its ideals of art expression since it has the opportunity of turning into an major crisis if Jerry lets his students' expressions get out of control." This realization by students I think shows that they are thinking not only of the problematic solution at hand, but also of the instructor's dilemma in solving it. Such realizations exemplify that students not only understand instructors and the difficulty of their jobs, but also that they sympathize with instructors who are faced with these dilemmas. I think such recognitions can build a mutual rapport and respect between instructors and learners, which is essential in any learning situation. In essence, this mutual rapport and respect can help induce a positive bond between instructors and learners, making a win/win situation in an active-learning environment.

Although it would be too time-consuming to analyze all paragraph responses to each case study, I hope readers can generally see that students can be forced to think analytically, responsibly, and morally when presented with ethical case studies and then asked to respond to them in writing. Also, learners can be forced to think critically because they do have the capability to creatively think by writing innovative solutions in a mature manner to solve ethical dilemmas. However, English instructors should take note that these types of ethics exercises will not make students' punctuation, grammar, or spelling improve as these ethics exercises are only designed to help students think analytically, critically, morally, responsibly, and hopefully, coherently. Mechanics and so forth can only be improved by constructive feedback on the part of conscientious teachers and hard work and initiative on the part of their students; however, this type of exercise can motivate students to write by providing interesting and "fun" topics to write about in any English writing class.

SUMMARY ANALYSIS OF INTEGRATING ETHICS EXERCISES THROUGH CASE STUDIES

As Samuel Totten proclaimed: "It seems that if an educator truly cares about fully educating his/her students then he/she will not shy away from helping them learn about key social issues" (p.6). These words, of course, should emotionally move those opponents as well as those proponents for integrating ethics exercises in their classrooms.

When I first started this project two years ago, I was intrigued as to whether my few hours of guiding learners through ethics exercises via case studies during one semester made a mild or strong impact on their moral thinking. I realize now that I have made a difference in their lives, and hopefully, have made them realize that responding intelligently to ethical and moral issues is essential in daily life. I believe that my quantitative and qualitative data support my original suppositions and that my thorough analysis of this data should convince educators, especially those who teach writing, to try this integration. The important axiom for educators to realize here is that students are "pushed" in an exercise like this to recognize ethical issues and to respond to them, using a sense of moral obligation and personal responsibility. Learners do acquire a sense of "fair play" when arguing issues that stimulate their moral imagination. Furthermore, I think that this type of exercise "begs" the learner to think critically and analytically, so intrinsically, they will think about the ramifications and ambiguities about an ethical issue before judging it or arriving at a moral decision. I think this type of exercise promotes learners to become better and more productive citizens in their personal lives as well as their academic and occupational endeavors. Maybe we as educators, using ethical exercises in our college classrooms, can stimulate our students to think more ethically more often, and not only in the classroom, but outside it as well.

I believe I have shown through the pre- and post-ethics survey analysis that most students' perceptions of ethics changed dramatically to a more sensitive, acute awareness of what ethics means in their lives and that they arrived at a more precise, intelligent understanding of the term itself. I stringently believe that I have elevated learner confidence to react rationally and morally when faced with ethical solutions and that they can become more analytical and thorough when looking at controversial issues. Inevitably, most learners felt that they became more open-minded to an ethical dilemma and wanted to understand both sides of the moral issue after these exercises were integrated in the classroom setting. Also, students' tolerances to each other's opinions were affected. Respect, equality, and patience were key words in many learners' responses, both written and oral. Considering other people's views seemed to be an important consideration also as well as working cooperatively in the classroom to understand opposing viewpoints when coming up with ethical solutions.

Discussing case studies with ethical dilemmas and then responding to them dramatically improved learner interest in writing. This particular aspect is important to English teachers who are looking for interesting, fun, and educational topics to present to learners who perceive writing as dull and boring. Motivating learners to write in English classes is difficult, thus, having challenging as well as interesting topics to write about is imperative as students seem to enjoy writing about topics concerning the "real world." Also, forcing students to think analytically when responding to ethical dilemmas is an attribute of this exercise that all English teachers should welcome. Motivating students to think and write analytically, while keeping ethical and moral behavior in mind, seems to me to be a worthy cause for those socially conscious English teachers who would like to experiment with this integration in their writing classes. Research seems to support the conclusions that have been brought forth in this summary concerning English instruction.

> Controversial issues offer teachers of English instructional opportunities in research, reading, writing, and discussion which are timely and which can motivate students at all grade levels. While teachers cannot and should not provide answers to

> controversial questions, they can and should teach their students to pose critical questions and to examine values and biases that influence how those questions are answered (Molinar and Walling, 1986, p. 42).

In summary, incoporating ethics exercises in English classes sparks interest in learners, is fun, and motivates them to write as it is an exercise that they enjoy doing. This integration promotes active learning and discovery learning by promoting analytical and ethical thinking within learners. It also helps supply learners with important life skills, so they will think analytically and hopefully make rational, intelligent decisions when faced with ethical decisions involving moral dilemmas.

> The ultimate goal is to stimulate students to think analytically about timely issues. Students at all grade levels can benefit from the ability to consider their values and biases and to formulate thoughtful responses to issues of social consequences (Ibid. p. 49).

FINAL THOUGHTS OF USING ETHICS EXERCISES THROUGH CASE STUDIES

> Teachers must abandon traditional methods of lecturing students and requiring memorization of facts, a committee of college and university presidents say. . . . Instead, they must focus more on showing students how to get information and become independent thinkers . . . (USA Today, November 24, 1992, p. D1).

This excerpt from a report by the Presidents' Commission on Teacher Education of the American Association of State Colleges and Universities should be significant to all instructors in all academic disciplines. The report further states "that colleges of education also must prepare teachers for the 21st century classroom, where a variety of cultures will be represented" (Ibid.). This report, I believe, prophesies the projected relevance of incorporating ethics in any classroom to promote critical and ethical thinking. Such exercises will be imperative in the next decade because of the cultural mix in any higher education classroom; consequently, teachers need to be prepared to integrate moral and ethical thinking, so our diversified student population will understand, tolerate, and respect one another as well as one another's opinions and views. Getting students to analytically think and respond maturely and morally are incentives that conscientious instructors should strive to elicit from their culturally diversified classrooms. The integration of ethics exercises through case studies in our English writing classes is one way to promote and elicit such behavior.

The integration and incorporation of ethics exercises as shown in this report is only a suggested format to promote dignity and respect among students in their daily interactions with one another as well as their daily interactions with instructors, employees, and members of society at large.

We, as instructors and influencers of young intellects, should nourish our learners with such ideals for their own self-development, so they have the opportunity to become not only rich in the mind, but rich in the heart, too. Our commitment as instructors in any curriculum should be to help students recognize ethical issues and stimulate their moral imagination, and all educators should help students develop those analytical skills to elicit a sense of moral obligation and personal responsibility. We must also urge our learners to develop a tolerance toward disagreement and the inevitable ambiguities in dealing with ethical problems. These are objectives all instructors should strive for, and encourage our learners to strive for, so all people can work in harmony to make American society a better place to live for our children and our children's children. As Denver Mayor Wellington Webb recently stated on KOA's Mike Rosen show, "We must all learn to live together because we are all God's children."

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APPENDIX A:
CASE STUDIES

Case Study No. 1: Equal Treatment

Sharon Broomstead was a psychology instructor in a community college with a growing number of minority students. Sharon welcomed minority students in her class. She was challenged to promote a respect for cultural diversity, and having been raised in a poor family, felt a special mission to helping economically struggling students get ahead.

Sharon was beginning to discover that many of her minority students were not well prepared for college work. After meeting her students the first night of class, she was usually able to predict the level of work that her minority students would be able to do.

Sharon fell into grading her non-minority students by one standard and her minority students with another. She graded her non-minority students on the basis of a strict numerical grading policy. However, when it came to her minority students, she graded them on the basis of progress.

Sharon thought all was going well. In one of her courses in the previous semester, she had nursed several Black students through her Psychology 101 class. She believed that she had given them a positive college experience, including greater self-esteem, and could only hope that they were able to survive college and receive a degree.

At the beginning of the next semester, Tammy, one of the non-minority students, came to her. She was unhappy about her grade. She had received a C in Psychology 101 from Sharon the previous semester. Tammy confronted Sharon with the fact that she had given Bs to two Black students. Tammy said, "I know that I know more than those two Black students. I've gotten hold of their papers from your course, and they can barely write a decent sentence. Yet, you gave them Bs rather than Cs or Ds. I just don't think that you're being fair!"

Was Sharon, indeed, treating her students fairly? Was she justified in giving special considerations to her minority students?

Case Study No. 2: Fair Treatment

Sam Brewer taught in the business program. He was generally well liked among the students and had a good reputation in the local business community. Sam tried to treat his students as fair as possible, even giving his students the benefit of the doubt in most matters. But, he had not been prepared for Josh Frankel. Sam realized that he would have his hands full from the first day of class. Josh, bearded and long-haired, showed up in class wearing the dirtiest pair of jeans and T-shirt he had ever seen. Sam surmised from glancing at his grimy hands that Josh must work in an auto shop. At least he was working, thought Sam.

Sam's dismay over Josh was not due merely to his manner of dress and his long hair, but to his classroom demeanor. Josh showed none of the deferential respect to which Sam was accustomed. Worse, the combative nature of the relationship between these two commenced from the outset. Josh closely questioned Sam about a number of points on his syllabus. He pointed out that Sam had misspelled a couple of words and used an ungrammatical phrase. He challenged Sam's policy for assigning a grade for class participation, claiming that the policy was too vague. Josh also stated that Sam's class attendance policy was not clear; Sam did not clearly state what counted as excused absences, nor did he state how many absences were unexcused.

Things did not go any better during the next class period. Josh challenged Sam on several points of his lecture. He claimed that Sam had wrongly summarized an argument from the text. He asked Sam for some examples from the business community of several of the lecture points. In his confusion, Sam's mind went blank; he could not give any examples. While Sam was struggling to come up with an example, Josh said that he wished they had more classroom discussion and less lecture!

By the end of the second week of class, Sam was miserable. He believed that Josh had undermined his authority in the classroom. The students were beginning to chuckle and make subtle remarks to each other every time the two got into an argument. Sam thought he hard one student say, "This instructor doesn't really know his material."

Sam began to suspect that Josh really had no interest in getting a business degree. Sam suspected that he had come to class mainly to make a political statement of his opposition to business.

Finally, Sam summoned Josh to his office. He told Josh that he felt that his presence was not working out in class. He further said that he was withdrawing Josh from his class. "If I don't, you will flunk the class. You don't want an F on your record do you?"

Josh replied, "You can't just pull me out. Besides, I'm an A student. I'm not afraid of your tests. I hear all you give are simple-minded, multiple-choice tests. I always knock the top out of those stupid, damn things. I'll stay in class and take my chances." After Josh left, Sam picked up the drop form and stared at it. "What should I do?" He wondered.

Case Study No. 3: Plagiarism

Dr. Stevens wished that this were not happening to him. One of his undergraduates in a course on instructional design, a varsity football player but not a varsity scholar, had just turned in a written assignment that was manifestly not his own work. The topic of William's paper was appropriate for the assignment, but was not one that he knew much about. The task analysis and instructional design were sophisticated and complete; the language was clearer and more forceful than any that William had ever demonstrated. Most damning of all was that Dr. Stevens recognized this paper--it had been written the previous year by another of his students.

As Dr. Stevens looked into the matter further, it became more involved. George, the original author of the paper, had received a "deferred" grade for the course. The final revision of the paper had never reached the professor. It had been deposited in Dr. Steven's mailbox, but must have been stolen. Dr. Stevens remembered reading and providing feedback on an earlier draft of this paper, and George still had a copy of the draft, which he delivered to Dr. Stevens. Any jury would see that the resemblance between William's and George's papers could not be accidental.

Dr. Stevens called William and the athletic department's academic advisor, told each what he had discovered, and arranged for a meeting of the three. William confessed to having had help, but said that everyone he knew did this kind of thing and that, after all, he had changed some of the wording of George's original text. The academic advisor said, "Flunk him"--a tempting and unequivocal way for the professor to terminate the problem. Instead, Dr. Stevens proposed that the athletic department hire one of his own graduate students to work with William on the assignment in question during the next four weeks. William would be expected to select a new topic, analyze how he would teach this topic to another person, and design and write a detailed plan and program of instruction. With this help, William did complete the assignment and passed the course. Today, he is a professional football player.

Did Dr. Stevens do the right thing? What do you think Dr. Stevens should have done?

Case Study No. 4: Intellectual Freedom

Mr. Smith teaches English Literature 103 at Elksburg Community College. He encourages his students to be as creative as possible. For example, he would have his students present their own artistic impressions of stories they were reading in their literature text.

Mary Sparkle, one of the students, came up with what she believed was a very creative presentation. She chose as her literary work for presentation, The Scarlet Letter. She was touched by the unhappy relationship of Hester and the Reverend Dimmesdale. When the class had discussed the novel, she felt that the students did not appreciate the religious side of the story. With Mr. Smith's approval, Mary asked her husband, who was a minister of a small struggling Baptist church, to help her out.

Mr. Smith was pleased by Mary's proposal for her presentation. He envisioned hearing an inspired defense of the religious grounds in support of Hiram's decision. However, Mr. Smith got something else than he had bargained for. Mary, in the role of Hester, asked her husband, as Reverend Dimmesdale, to explain his position. The Reverend Sparkle said that the class would never be able to understand the struggle of the Reverend Dimmesdale unless they were born-again Christians. Suddenly, he waved his Bible at the class and proceeded to testify to his Christian faith. He asked Mary to sing a gospel song as he invited the class to come forth and profess their faith in Christ.

Throughout this presentation, Mr. Smith's initial enthusiasm turned to chagrin. He was angry that he had been misled by Ms. Sparkle. He started to break in and halt the Reverend Sparkle's sermon, but recalled his view that students should have the right to develop creatively. Should he now allow creativity to take its course? Yet, was he allowing this student to take advantage of other students? Was he in violation of the principle of separation of church and state?

Case Study No. 5: Back Range Community College Students Produce an Environmental Ethics Newsletter

Jim Swanson, a tenured instructor, had attracted quite a following among his science students at the community college. Although he taught a variety of courses, his favorite was ecology and science, a special interest course. Through the years, Jim had dealt with a number of regional and local environmental issues, including mine pollution, hazardous waste disposal, trapping of animals, the use of animals in laboratory experiments, etc.

Quite spontaneously several students, who wanted to continue the dialogue with Mr. Swanson and fellow students, proposed starting a quarterly college environmental newsletter. Mr. Swanson was quite enthusiastic about the project and sought permission from the Dean of General Studies to produce the newsletter at the college. The dean, concurring that it was an excellent idea, offered Mr. Swanson the resources of the college to produce the newsletter.

No one had quite imagined the controversy that would erupt over the first issue. Several articles dealt with the issue of mining pollution in the Backrange area. One article stated, "If the local mine could not control the run-off from the tailing pond, it should be shut down!"

Unknown to Mr. Swanson, copies of the newsletter were distributed downtown in Goldville. The president of the local chamber of commerce lost no time in calling the dean to complain about the newsletter. He told the dean in no uncertain terms that the newsletter had done the community a great disservice. He reminded the dean of the $5,000 city grant the college had applied for to develop a special community-wide business seminar and politely suggested that unless the college issued an apology to help the city...that grant might not come through. If that were not enough, several of the students, whose fathers were miners, had come to see Mr. Swanson, expressing their disagreement with the anti-mining rhetoric of the newsletter. They demanded the right of rebuttal for the next newsletter.

The dean reluctantly called Mr. Swanson in the office. He told him about the displeasure of the local Chamber of Commerce. The dean further said that he was concerned that the community would regard the newsletter as an official position of the college. The dean made reference to a recent Supreme Court decision, Hazelwood, granting public school officials the right to suspend publications deemed in the opposition to the school philosophy. He further told Mr. Swanson that he preferred that Mr. Swanson not publish the newsletter, but that if he insisted, he would have to find some other way to publish it. Furthermore, unless he could absolutely and unequivocally guarantee that copies of the newsletter would stay on campus, the newsletter would have to be suspended.

Did the dean do the right thing? What should Mr. Swanson do?

Case Study No. 6: Art Appreciation

Terry Groeling taught art appreciation. He especially enjoyed encouraging his students to bring works of art in for discussion. He told the students that they could select examples from works of art already produced or they could produce their own.

Terry's class had been particularly challenging during the semester. He had discovered that he had several students who disagreed vehemently with each other. One student expressed a lot of sympathy with the skinheads. A Black student defended rap. Another was a very fervent Christian. Still another was a radically iconoclastic artist. The sharp division between these students became quite apparent when Terry read over their proposals for art presentations. The Black student wanted to present and discuss a tape of 2-Live Crew. The skinhead wanted to do a reader's theater presentation of a play he wrote celebrating "The World of the White Man," featuring an Andrew Dice Clay-type character. The religious person wanted to sing a medley of religious tunes, having as her finale, "Sweet Jesus Come into my Heart." The artist wanted to show photographs of Andrew Serrano's "Piss Christ", featuring a cross in urine. Terry shuddered at the thought of what would happen in class as a result of these presentations. He pondered what to do? Should he cancel the presentations? Or should he allow them, but not permit any discussion? (Lismam, 1990: pp. 110-151)

APPENDIX B:
WRITTEN ASSIGNMENT--RESPONDING TO ONE CASE STUDY

Written Assignment for English

Responding to One Case Study

Choose one case study, and in one well-developed paragraph, write a solution to the ethical dilemma presented. Think logically and ethically when presenting your solution, taking into consideration all parties involved as well as any legal mandates prescribed by our nation's laws. In your pre-writing (brainstorming), please show how you arrived at your solution. Remember: think logically and ethically while reflecting upon your chosen case study. Good luck!

APPENDIX C:
NEEDS ASSESSMENT SURVEYS A AND B

CODE WORD________

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you

1. Gender: Male Female

2. Age:
   - Under 21 years
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 30,000 and up

4. Race:
   - Caucasian
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think ______________________________

____

____

2. When I am asked to write about a controversial topic, I find __________

____

____.

3. When I am asked to write about a situation with an ethical dilemma, I find ____

____

____.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	____	____	____	____	____
2. Generally speaking, I can make effective ethical decisions.	____	____	____	____	____
3. I can usually recognize ethical issues in my daily experiences.	____	____	____	____	____
4. I can usually recognize ethical issues in my academic studies.	____	____	____	____	____
5. Usually, I feel comfortable discussing ethical issues with other people.	____	____	____	____	____
6. I believe personal ethics is an important social value.	____	____	____	____	____
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	____	____	____	____	____
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	____	____	____	____	____
9. Generally, I know how to make good ethical decisions.	____	____	____	____	____

CODE WORD________

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you

1. Gender: Male Female

2. Age:
Under 21 years
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
10,000 to 20,000
20,000 to 30,000
30,000 and up

4. Race:
Caucasian
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think ______________________________
____
____

2. When I am asked to write about a controversial topic, I find __________
____
____.

3. When I am asked to write about a situation with an ethical dilemma, I find ____
____
____.

4. Discussing ethical issues and writing about them in this English class has **increased or decreased** (cross out either increased or decreased to complete statement) my interest in writing because ______________________
____
____.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

____

____

____.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	____	____	____	____	____
2. Generally speaking, I can make effective ethical decisions.	____	____	____	____	____
3. I can usually recognize ethical issues in my daily experiences.	____	____	____	____	____
4. I can usually recognize ethical issues in my academic studies.	____	____	____	____	____
5. Usually, I feel comfortable discussing ethical issues with other people.	____	____	____	____	____
6. I believe personal ethics is an important social value.	____	____	____	____	____
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	____	____	____	____	____
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	____	____	____	____	____
9. Generally, I know how to make good ethical decisions.	____	____	____	____	____

APPENDIX D:
PRE- AND POST-ETHIC SURVEY RESPONSES FOR FOUR ENGLISH CLASSES--FILL-IN-THE-BLANK ANSWERS
(PARTS I-V)

PART I
PRE- AND POST-ETHICS SURVEY RESPONSES FOR FOUR ENGLISH CLASSES

Responses to Part B, Question 1--When I hear the word ethics, I think...

Respondant	Pre-Survey A	Post-Survey B
C-2	of a person's morals and beliefs	morals
C-3	of races, cultures, and religions	morals, right and wrong
C-6	people problems	fairness
C-7	how you determine right and wrong and guides set by people about what is right and wrong	of problems in our society
C-8	of being honest and equal to everyone I meet	of being honest and fair
C-10	of races and nationalities	making the right decisions; what to do about situations and about races
C-11	morals, standards	moral codes, standards to live by
C-12	of proper home training	of how one is taught to think
C-13	of racial cultures, social values	of moral decisions and racial involvement
C-14	of racial relations, honesty, and moral conduct	of morality and race relations
C-18	of human morals	about morals
C-19	of morals..the values which are instilled through our developments and education	of moral values. The differences between right and wrong
C-20	moral standards	moral issues
C-21	of nothing	everyone should be treated equal
P-1	racism	of prejudice. How individuals were raised with biases
P-3	of confusion and sorrow	of morals
P-4	other people's lifestyles and how they live	of people's lifestyles
P-5	of the different races of people and how they interact	about how one person or group relates to a specific dilemma

P-7	of people's morals	the morals that people have
P-8	everyone has their own. Ethics is what makes the law confusing. Controversay.	it applies to everyone. It's part of what makes laws
P-9	of family values	morals, family values
P-11	honesty, professionally are words which come to mind	professionalism, honesty, integrity
P-12	truthfulness, morality	morality, fairness
P-14	doing what you believe is right, is honorable	doing the right thing
DI-1	to myself...does the end justify the means	to myself...has the outcome produced a winning situation
DI-2	the right and wrong of society	the right and wrong way people act
DI-3	of people's personal opinion about a controversial subject	people's personal opinion on morality
DI-4	of things like morals	of things that deal with morals and how they affect each other
DI-5	of people's beliefs	good people
DI-6	of educated thinking and listening	that it's the difference between right and wrong
DI-7	of races, backgrounds, or beliefs about things	white vs. Black or people vs. people
DI-8	of what I believe in and my morals	of my morals and how I react towards people that have different ideas than mine
DI-9	of several different races and what our values are	about people's values and their race, and how they perceive different issues
DI-11	origin, logic, backgrounds	morals, values; doing what you think is right
DI-12	all different kinds of people, Black, white, Asian, living together in a big world	about all differences of people
DI-14	of values	more about minorities and people who make judgements about other people in general

DII-1	different people or races	different races
DII-4	personal rights and beliefs	about how it varies from person to person. To know different ethics of different people
DII-5	people being strict or loose	disagreement
DII-6	about the philosophy, and distinction between right and wrong	is a thing in which everybody should be good at (to make the right decision)
DII-7	of honesty, morals, clean conscience	about moral standards
DII-8	of people's morals	morals and standards
DII-9	of race, creed, color	pertains to equal opportunity
DII-10	or morals. What I was taught as a child	of what is right and wrong with a given situation
DII-12	about people behavior	about people behavior and action
DII-14	morals, personal values	personal morals
DII-15	not many people have ethics	N/A
DII-18	low, being an attorney, hope I will have good ethics with my clients	do the right thing

PART II
PRE- AND POST-ETHICS SURVEY RESPONSES FOR FOUR ENGLISH CLASSES

Responses to Part B, Question 2--When I am asked to write about a controversial topic, I find...

Respondant	Pre-Survey A	Post-Survey B
C-2	animal furs or the homeless	nothing comes to mind
C-3	it's easy	easy to write about
C-6	it's easy to give my opinion	dilemma is easy to figure out, sometimes it's easy
C-7	it's difficult because many people have different ideas on what you're writing about	it's difficult
C-8	it's easy. I can play both sides	it's easy but I would have to know the subject
C-10	it's hard and easy if I know the information	it's confusing
C-11	I am afraid because of who might read it	worried for who might read it
C-12	that if it pertains to me, I get real personal	myself taking sides with underdog
C-13	it's hard	it's difficult because I don't want to be ethically incorrect
C-14	myself an extremist who's one sided	it's easy because of my religious beliefs
C-18	myself becoming more and more angry	I find my opinion wrong
C-19	my personal opinion and values are injected into my opinions	my own opinion and values are my guidelines
C-20	this is difficult	very interesting
C-21	it's an easy subject to write about	it's easy to do
P-1	it's difficult	it's interesting most of the time--sometimes it's difficult depending on the topic
P-3	very interested and no in-between	interesting
P-4	myself learning more about the topic	do research to find the facts

P-5	difficult unless directly affected	I have to break down the subject and write about a segment
P-7	it's really hard to do	pretty hard to do depending on what it's about
P-8	it's easy to write about	some things easy, others hard
P-9	it's fun and easy	it's interesting if it's real controversial like Madonna
P-11	aids and abortion are most controversial	social issues, gender, politics top the list
P-12	I need time to think	I need time to think to put thoughts into words
P-14	I get terribly angry when people are wronged	I get angry when subject was wronged
DI-1	it's difficult to deal with unless I relate to it	unless I'm familiar with it, I have a tough time writing about it
DI-2	I want to research both sides to be informed	it's hard to pick a side
DI-3	I cannot take sides	I can take a side if it goes with my ethics
DI-4	that if I think I'm right, I get defensive	I have a strong opinion about my issue, but I listen to the other person as well
DI-5	myself greatly involved	myself getting pigheaded
DI-6	it's easier to write about when I have the facts	that I can take the side of my beliefs
DI-7	it's difficult	it's hard
DI-8	my ethics determine how I feel	you have to take into account all parties involved and use your best judgment
DI-9	topics that are relevant	one I'm familiar with and doesn't offend anyone
DI-11	abortion at the top of the list	I'm interested and have much to write about
DI-12	it's hard to do	cause to separate and talk about them
DI-14	myself thinking about abortion	hard task to put on paper

DII-1	abortion or controversial subject	abortion or controversial subject
DII-4	it's intriguing	it's interesting; myself writing until I make myself clear
DII-5	it's boring--all is controversial	it's boring--you can write on all
DII-6	N/A	N/A
DII-7	I write in a neutral tone, creating less of a controversy	I would like to keep both sides of issue in mind before making an opinion
DII-8	it's enlightening. I like to voice my opinion and hear others	it's fun
DII-9	I find writing about my personal life	myself
DII-10	I don't want to do the writing	I enjoy thinking how I would deal or handle the situation
DII-12	myself confused as I want to prove a point	the best way to be fair
DII-14	least used angle to suit my view	the least used, liberal position
DII-15	it's hard, but easy to express	easy to express my opinion
DII-18	it to be the best--wanting to make a difference	I like to do it

PART III
PRE- AND POST-ETHICS SURVEY RESPONSES FOR FOUR ENGLISH CLASSES

Responses to Part B, Question 3--When I am asked to write about a situation with an ethical dilemma, I find...

Respondant	Pre-Survey A	Post-Survey B
C-2	can't think of anything--stuck	nothing
C-3	it's easy to write about	lost in the motion
C-6	it's hard to make such a decision	that the dilemma is usually easy to figure out, sometimes not
C-7	it's easier because most people have an idea of what is right and wrong	it's difficult. I don't like making that kind of decision
C-8	if I live it, I better understand what I'm writing	it's hard, because I want to know entire situation
C-10	I find it hard to find info about it	it's hard to write about because there are many situations
C-11	I can be on one side and bitter to the other	I am set in my opinions
C-12	I involve my own ethical beliefs	myself taking sides with the one using proper ethics
C-13	it's difficult--never asked to write about one	as much about the subject as possible
C-14	my extremist attitude will bias my opinion about subjects--my opinions are based on religious values	the problem has a solution
C-18	myself getting confused	it's easy because I know what morals or ethics are
C-19	try to be objective and sympathetic	my own ethical standards are my guidelines
C-20	I find a critical point that hurt someone	the situation is difficult, and the answer is relative to my own point of view
C-21	a little difficult to write about	has not affected my interest in writing
P-1	myself becoming agitated	it's difficult. I feel insecure about my own values

P-3	never written of such a situation	it can be hard to draw the line between right and wrong
P-4	myself learning more of situation that interests me	sometimes I get frustrated. I compare my own life situation with dilemma
P-5	need more info about dilemma before I feel comfortable with dilemma in question	it is best to analyze each part of situation and then write about it
P-7	really hard to do	N/A
P-8	it's difficult. Everyone has own opinion.	sometimes I get angry with the way people think between what's moral and what's not
P-9	interesting sometimes	difficult unless its something I can relate to.
P-11	most questions in the field of law	office politics and ethics
P-12	I have a hard time putting thoughts into words	I need time to think
P-14	I usually go the ethical way, sometimes not to save others feelings.	I have a hard time thinking who's wrong unless it's obvious
DI-1	tend to weigh the situation and then write	unless I'm familiar, I have a hard time writing about it.
DI-2	I feel comfortable about it	it's hard to come up with a solution
DI-3	myself fighting with myself, my own opinions I don't trust	I am open to both sides of story
DI-4	I don't favor either side	that it usually deals with racism
DI-5	that I'm pigheaded	myself trying to deal with both sides
DI-6	I make a dilemma pertain to me so I can get better angle on situation	myself in situation and take point of view
DI-7	it's difficult	it's easy because I have my own opinions
DI-8	I use my morals and background to decide what to do	that you have to do the same thing when writing about a controversy

DI-9	info on culture and what my values are	a topic that's recent, and one that won't offend anyone
DI-11	nothing	my morals and values play a significant part in my writing
DI-12	we still have prejudice	that it is a way to express myself about how I feel and how it will always be
DI-14	I could write about family values	it to be challenging
DII-1	culture is an important topic differently	discrimination is an important issue
DII-4	conflicts among people who feel differently	it's interesting. I want to know the different ethics, so when I write about it, I can go on and on.
DII-5	boring because it's one person's view against another	butting into someone else's business
DII-6	N/A	N/A
DII-7	that I would write as if the situation happened to me	difficult trying to make it as fair to both parties as possible
DII-8	moral issues are hard to write about, but I love to voice my opinion	it's fun
DII-9	writing about personal instances	myself writing about myself
DII-10	that I write about my morals	I enjoy writing about my solution. After all, I learned there is no one right way to handle an ethical dilemma
DII-12	many problems in this field	a few solutions
DII-14	sometimes hard to have a happy ending	I usually write about my personal ethics
DII-15	it's easy to express my opinions	it's easy to see right from wrong
DII-18	it's challenging and good for the soul	I like to do it

PART IV
PRE- AND POST-ETHICS SURVEY RESPONSES FOR FOUR ENGLISH CLASSES

Responses to Part B, Question 4--Discussing ethical issues and writing about them in this English class has increased or decreased my interest in writing because...

Respondant		Post-Survey B (only)
C-2	N/A*	neither decreased or increased
C-3	i	turned my mind on to new things
C-6	i	issues more fun to write on
C-7	d	I like writing about fictional things
C-8	i	there are a lot of different views
C-10	d	it can help me make good decisions in certain situations
C-11	i	opinions can be voiced and suggestions made
C-12	i	increased awareness
C-13	i	now there are more ideas to write about
C-14	i	it allows me to think and learn on issues that someday may affect me
C-18	i	now I don't feel my opinion is wrong
C-19	i	it has cultivated thinking and seeing things from more than one view
C-20	i	it is applicable to the real life of work
C-21	N/A	not affected my interest in writing
P-1	i	I can now look at different views of a situation
P-3	i	I feel it has opened a new door for me
P-4	i	I think it's interesting
P-5	i	I have learned to be more specific of what I'm writing about
P-7	i	but it's still hard to write about
P-8	i	I can think about what's wrong, but I wish I had solutions

---

*This column indicates whether the respondant did not respond to the question (N/A), or there was an increase (i) or decrease (d) in their interest in writing in my English class.

P-9	d	not interested in ethical solutions
P-11	N/A	done neither
P-12	i	I found the case studies interesting
P-14	i	ethical issues force you to think and study before making a decision
DI-1	i	the topics are interesting
DI-2	i	it brings a different view of the subject to me
DI-3	i	you can write on more ethical issues
DI-4	d	it deals with ethical issues that have little to do with English
DI-5	d	N/A
DI-6	d	writing about ethical issues and talking about them are two different things
DI-7	i	made me think harder
DI-8	i	it makes it easier to find issues and discuss the dilemmas when you have your own opinion
DI-9	i	makes my writing more open and I learn more
DI-11	i	never really concentrated on the meaning of ethics
DI-12	i	I like to hear people talking about minorities
DI-14	i	it was a good project to prepare for my next English class
DII-1	i	we find many different situations and solutions to real-life problems
DII-4	i	because I like to write about other people and tell how they act and how they feel
DII-5	i	same--I don't like to argue
DII-6	N/A	no change
DII-7	i	it gave me a different perspective when writing
DII-8	i	it may help other people
DII-9	d	I don't like to talk about myself...ethical issues make me talk about myself
DII-10	i	I find I enjoy stating and backing up my thoughts
DII-12	i	I can understand the issues more fully

DII-14	i	it gives me a more personal essay
DII-15	i	I had an interest in what I was writing about--it was fun
DII-18	i	I liked to do it

PART V
PRE- AND POST-ETHICS SURVEY RESPONSES FOR FOUR ENGLISH CLASSES

Responses to Part B, Question 5--Discussing ethical issues and writing about them in English class has increased or decreased my tolerance of other people's opinions of an ethical issue because...

Respondant		Post-Survey B (only)
C-2	N/A*	I believe in maintaining an open mind
C-3	i	Everything I think and believe may not always be right, and it makes me want to hear other people's opinions
C-6	N/A	It has increased and decreased my tolerances. I'm always open-minded except for those who feel they are always right.
C-7	i	I now realize there's more than one side to every coin.
C-8	d	I always thought that I'm open minded.
C-10	d	We all have different opinions, but somebody else's solution may be just as good.
C-11	i	They have the same right to their opinions as I.
C-12	i	I found I feel the same way about other people's ideas.
C-13	i	It showed me that there is no right answer to life's problems.
C-14	d	They always think that they are right.
C-18	i	It has brought to light individual opinions and awareness on how all people are unique with different convictions.
C-19	i	I need to know more about them.
C-20	i	Everyone's different, but at the same time, everyone's equal.
C-21	i	Has increased because I hear different ideas, and [it] makes me understand more about issues.
P-1	i	Everyone is different, and each opinion is equal.
P-3	i	I feel more open minded.
P-4	i	I want to learn more about what other people think. I like to compare how I feel with how other people feel.
P-5	i	Everyone is entitled to his or her own opinion, and everyone can express his or her opinion.

---

*This column indicates whether the respondant did not respond to the question (N/A) or there was an increase (i) or decrease (d) in their tolerance of other people's opinions concerning ethical issues.

P-7	N/A	
P-8	d	Nothing seems to get done about the world's problems.
P-9	i	Not everyone is the same; most everyone has a different opinion when talking ethically.
P-11	i	We don't all look at solutions alike.
P-12	i	My opinion is not necessarily the right opinion--others have the right to voice their opinion and theirs is just as good as mine.
P-14	i	You have to listen to another's opinion. This will usually open your eyes to something that might have been missed.
DI-1	i	Most opinions presented made a lot of sense.
DI-2	i	Everyone is entitled to an opinion and it should be respected.
DI-3	i	It makes it easier in an argument to listen to both sides and opinions.
DI-4	i	I have a high respect of people's opinions.
DI-5		N/A
DI-6	i	Some of the views I took were not the only solution to problem.
DI-7	i	You have to see all sides of each issue.
DI-8	i	You are more aware of how others react to situations and you can discuss them.
DI-9	i	I want to understand other people's views.
DI-11	i	Been a great writing experience.
DI-12	i	People have different opinions about different subjects.
DI-14	i	Everyone has something to say.
DII-1	i	We may find that they don't mean what we think they do.
DII-4	i	I learned more about them and understand how and why opinions are opinions.
DII-5	N/A	Stayed the same.
DII-6	N/A	Stayed the same level.
DII-7	i	It helped me to become more patient when hearing other people's ideas.
DII-8	i	I have learned to listen, respect and understand other people's views.

DII-9	i	I learned that everyone has an opinion on any given subject.
DII-10	i	You learn more as you listen to people.
DII-12	i	Everyone has their own opinion on any ethical issue.
DII-14	i	Let's me see the other side of coin.
DII-15	d	I still stick to my own opinions, but I guess it makes me think.
DII-18	N/A	It depends on the issue.

APPENDIX E:
PRE- AND POST-ETHICS SURVEY RESPONSES FOR FOUR ENGLISH CLASSES--LICKERT SCALE RESPONSES
(TABLES AND GRAPHS)

Table E-1 LICKERT SCALE RESULTS OF ALL CLASSES WITH MEANS AND STANDARD DEVIATION

	PRE-ETHICS SURVEY QUESTIONS									POST-ETHICS SURVEY QUESTIONS								
Question	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Class 1 (C-2 through C-21)																		
C-2	4	5	5	4	4	5	5	5	4	4	5	5	4	5	5	5	5	4
C-3	4	4	4	4	4	4	3	3	4	5	5	5	5	4	4	3	4	4
C-6	4	3	4	3	4	4	5	5	3	4	4	5	4	5	4	5	5	4
C-7	5	5	4	4	3	5	5	2	5	4	4	4	3	3	4	4	4	4
C-8	5	4	4	4	5	5	4	5	4	5	4	4	4	4	5	4	5	4
C-10	4	4	3	4	4	4	3	4	4	5	5	5	5	4	5	4	4	5
C-11	5	5	5	5	5	5	4	2	5	5	5	5	5	4	5	4	2	5
C-12	4	5	5	4	4	5	4	4	5	5	5	5	5	3	5	4	4	5
C-13	4	4	3	4	3	4	3	2	4	4	4	4	4	3	4	3	3	4
C-14	5	5	5	5	5	5	3	2	5	5	4	4	4	5	5	4	3	5
C-18	3	3	3	3	2	4	2	3	3	5	4	4	4	2	5	5	4	3
C-19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
C-20	4	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5
C-21	3	3	3	3	3	4	3	3	4	4	5	4	4	4	5	4	4	5
Class 2 (P-1 through P-14)																		
P-1	4	4	4	3	3	4	3	4	4	4	4	4	3	3	5	4	4	4
P-3	3	2	5	4	1	4	1	3	2	5	3	5	5	5	5	3	3	5
P-4	4	3	4	4	3	4	3	3	4	5	5	4	4	3	5	3	4	5
P-5	4	3	4	4	3	4	3	4	3	4	4	4	4	3	4	3	4	4
P-7	3	3	3	4	4	4	3	4	4	4	3	2	4	4	3	3	4	3
P-8	4	4	4	4	1	3	3	2	4	5	4	4	4	2	5	3	3	4
P-9	3	4	3	2	3	4	3	3	4	4	4	3	3	4	4	3	4	5
P-11	4	5	4	5	5	4	4	4	4	5	5	5	5	5	5	4	4	5
P-12	4	4	3	3	3	4	5	5	3	4	4	3	3	4	4	4	4	3
P-14	4	4	5	5	5	5	4	2	5	4	4	5	5	5	5	4	4	4
Class 3 (DI-1 through DI-14)																		
DI-1	3	4	5	4	3	4	5	5	3	4	4	4	4	3	5	5	5	3
DI-2	5	5	4	3	4	5	4	3	5	4	4	5	4	5	5	5	5	4
DI-3	3	3	4	4	3	5	4	4	4	4	4	4	4	4	4	4	4	4
DI-4	5	3	2	2	5	5	5	5	5	5	3	1	1	5	3	3	3	3
DI-5	4	4	3	4	5	5	5	5	5	4	4	4	4	4	4	3	4	4
DI-6	4	4	4	4	4	5	3	4	4	3	3	3	3	4	4	4	4	4
DI-7	4	4	5	2	5	5	3	4	4	4	4	4	4	4	4	4	4	4
DI-8	4	4	4	4	3	5	5	5	4	4	4	4	4	3	5	5	5	4
DI-9	3	4	4	4	4	4	5	3	5	4	4	4	4	4	4	4	4	5
DI-11	3	3	3	3	3	4	3	3	3	4	4	4	4	4	5	4	4	4
DI-12	5	3	4	4	5	3	4	2	3	4	5	4	3	5	5	3	5	5
DI-14	4	4	4	4	3	4	3	3	4	4	4	4	3	3	4	4	4	4
Class 4 (DII-1 through DII-18)																		
DII-1	3	4	3	4	4	4	4	3	3	3	4	3	3	4	4	4	4	4
DII-4	4	4	4	5	5	5	5	5	4	4	4	4	3	5	5	4	5	4
DII-5	4	5	4	3	3	3	3	3	4	5	5	4	3	5	4	4	4	4
DII-6	5	4	4	3	3	4	4	5	4	4	4	4	4	5	4	4	5	5
DII-7	5	4	4	5	5	5	5	5	4	5	4	4	4	5	5	5	5	4
DII-8	5	4	5	4	4	5	4	4	4	5	4	5	5	5	4	5	5	4
DII-9	5	3	5	4	3	3	3	4	5	5	4	4	5	4	2	4	3	4
DII-10	5	4	4	2	2	5	3	4	3	5	5	5	4	5	5	5	5	5
DII-12	5	4	4	4	5	5	4	3	4	4	4	5	4	4	5	4	3	4
DII-14	4	3	3	4	2	4	4	5	3	4	4	3	3	4	4	4	5	4
DII-15	4	4	4	4	2	4	4	3	4	4	4	3	3	3	5	3	3	4
DII-18	5	5	4	4	5	5	3	3	4	5	4	4	4	5	5	3	3	4
Cl 1 Avg	4.14	4.21	4.07	4	3.93	4.5	3.79	3.5	4.21	4.5	4.43	4.43	4.29	3.93	4.64	4.14	4	4.36
Cl 1 Std	0.64	0.77	0.8	0.65	0.88	0.5	0.94	1.18	0.67	0.5	0.49	0.49	0.59	0.88	0.48	0.64	0.85	0.61
Cl 2 Avg	3.7	3.6	3.9	3.8	3.1	4	3.2	3.4	3.7	4.4	4	3.9	4	3.8	4.5	3.4	3.8	4.2
Cl 2 Std	0.46	0.8	0.7	0.87	1.3	0.45	0.98	0.92	0.78	0.49	0.63	0.94	0.77	0.98	0.67	0.49	0.4	0.75
Cl 3 Avg	3.92	3.75	3.83	3.5	3.92	4.5	4.08	3.83	4.08	4	3.92	3.75	3.5	4	4.33	4	4.25	4
Cl 3 Std	0.76	0.6	0.8	0.76	0.86	0.65	0.86	0.99	0.76	0.41	0.49	0.92	0.87	0.71	0.62	0.71	0.6	0.58
Cl 4 Avg	4.5	4	4	3.83	3.58	4.33	3.83	3.92	3.83	4.42	4.17	4	3.75	4.5	4.33	4.08	4.17	4.17
Cl 4 Std	0.65	0.58	0.58	0.8	1.19	0.75	0.69	0.86	0.55	0.64	0.37	0.71	0.72	0.65	0.85	0.64	0.9	0.37
All Avg	4.08	3.92	3.96	3.79	3.67	4.35	3.75	3.67	3.98	4.33	4.15	4.04	3.9	4.06	4.46	3.94	4.06	4.19
All Std	0.7	0.73	0.73	0.79	1.11	0.63	0.92	1.03	0.72	0.55	0.54	0.62	0.8	0.85	0.68	0.69	0.75	0.6

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Table E-2 RESULTS OF t-TEST

Question Number	Pre-test Sample Size	Post-test Sample Size	Pre-test Means	Post-test Means	Pre-test Std Dev	Post-test Std Dev	t-Value	Confidence Interval
1	48	48	4.08	4.33	0.7	0.55	1.946	0.05
2	48	48	3.92	4.15	0.73	0.54	1.602	0.1
3	48	48	3.96	4.04	0.73	0.82	0.051	0.4
4	48	48	3.79	3.9	0.79	0.8	0.678	0.25
5	48	48	3.67	4.06	1.11	0.85	1.933	0.05
6	48	48	4.35	4.46	0.63	0.68	0.822	0.25
7	48	48	3.75	3.94	0.92	0.69	1.145	0.25
8	48	48	3.67	4.06	1.03	0.75	2.121	0.025
9	48	48	3.98	4.19	0.72	0.6	1.552	0.1

Figure E-1 ETHICS SURVEY RESULTS

Q1: Means (Avg) & Std Deviation (Std)

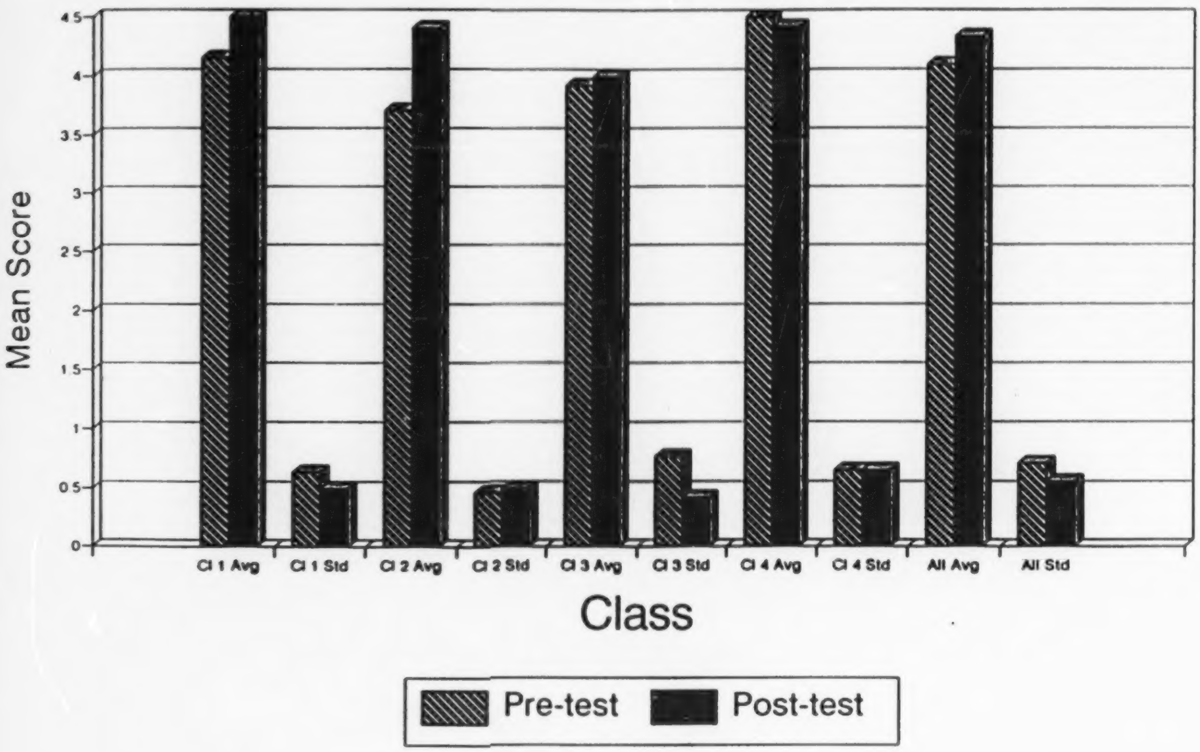


Figure E-2 ETHICS SURVEY RESULTS

Q2: Means (Avg) & Std Deviation (Std)

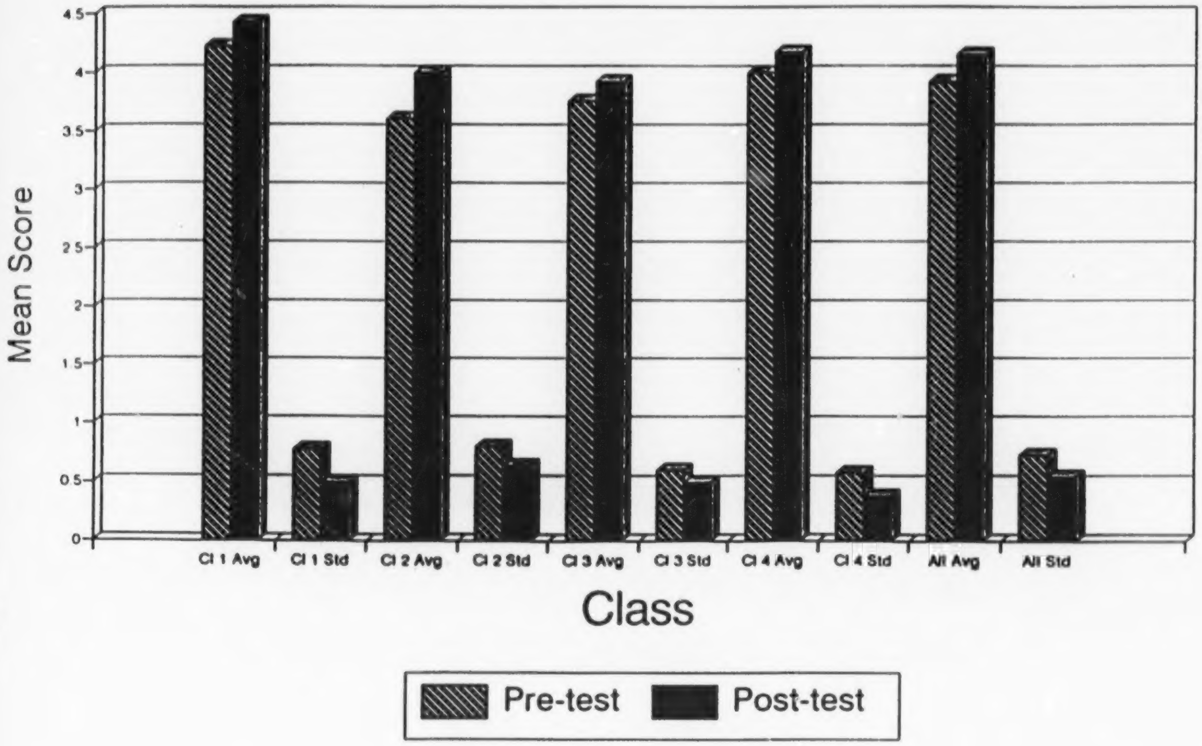


Figure E-3 ETHICS SURVEY RESULTS

Q3: Means (Avg) & Std Deviation (Std)

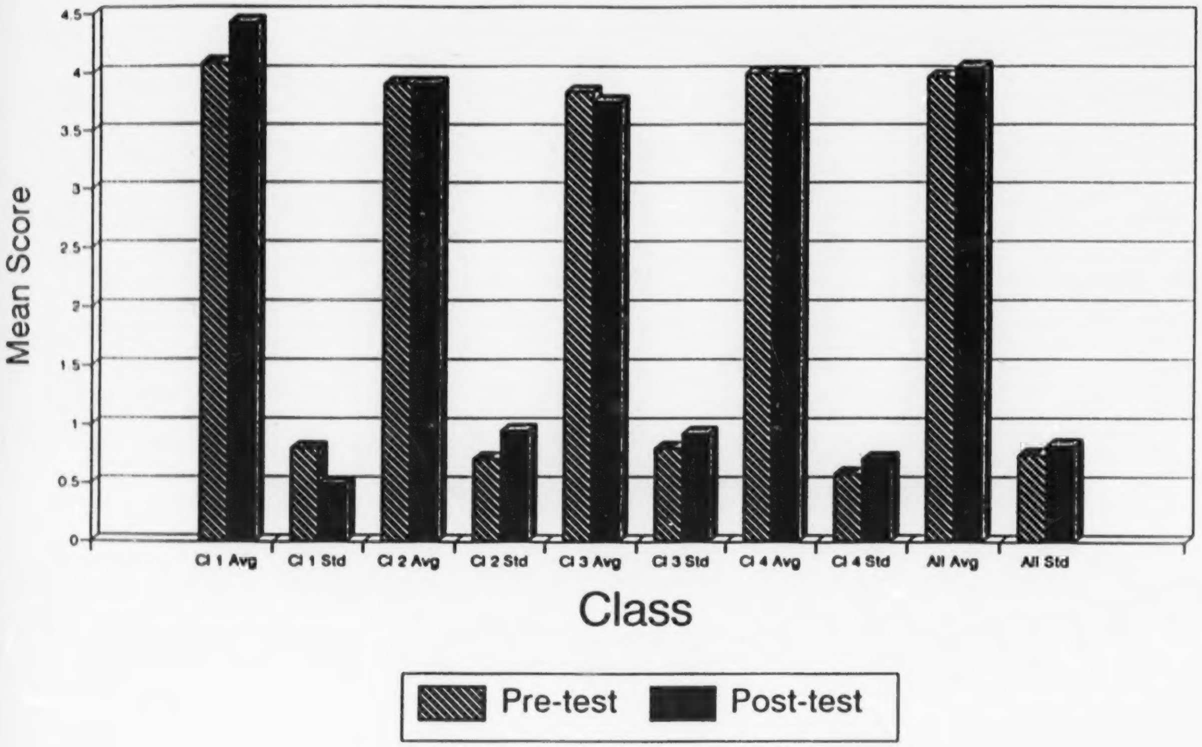


Figure E-4 ETHICS SURVEY RESULTS

Q4: Means (Avg) & Std Deviation (Std)

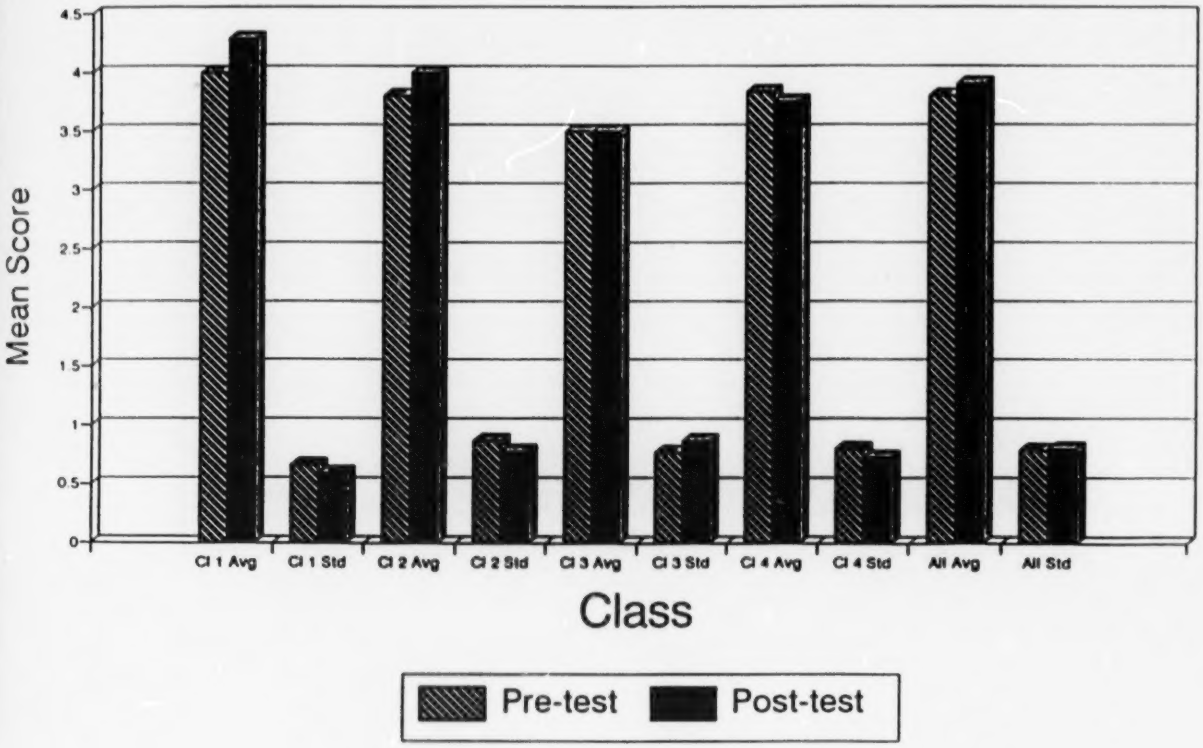


Figure E-5 ETHICS SURVEY RESULTS

Q5: Means (Avg) & Std Deviation (Std)

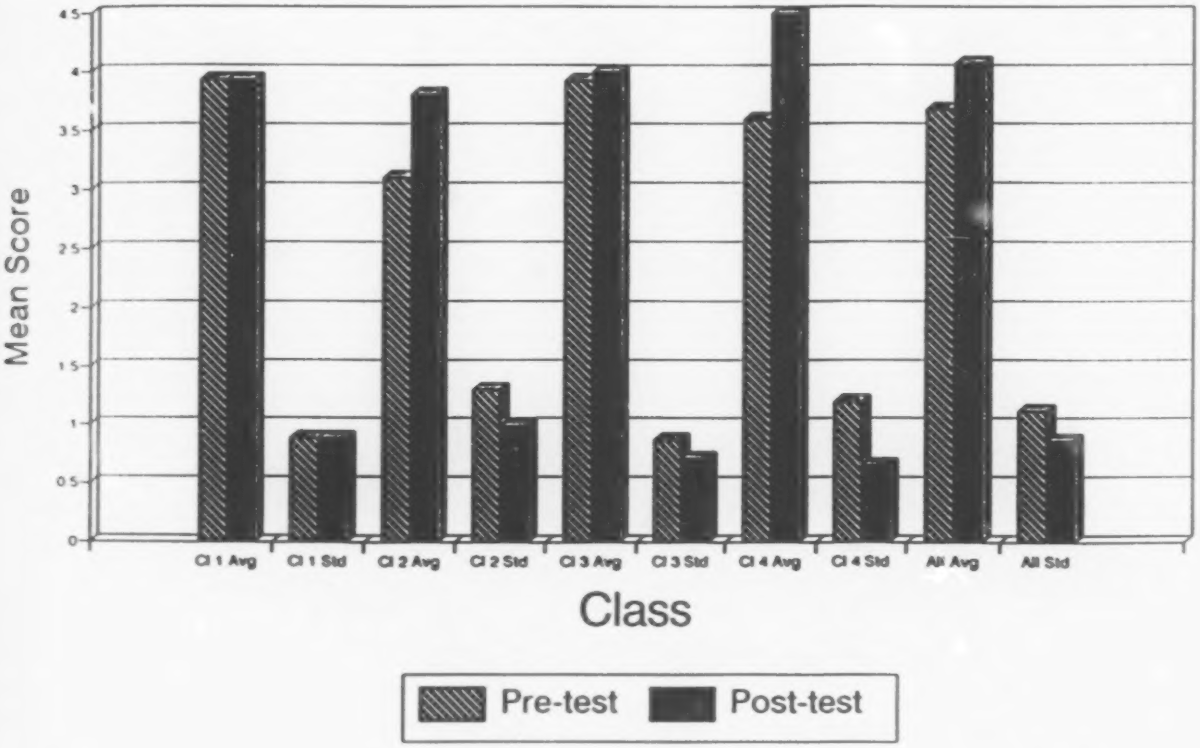


Figure E-6 ETHICS SURVEY RESULTS

Q6: Means (Avg) & Std Deviation (Std)

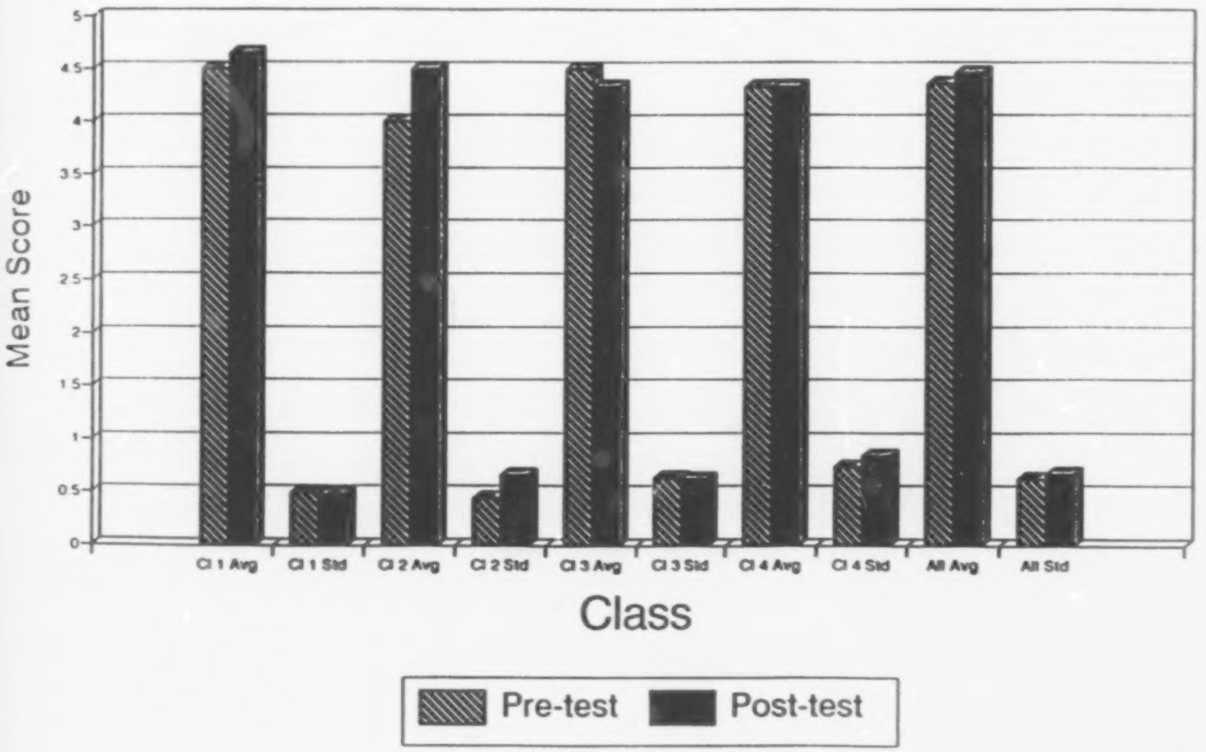


Figure E-7 ETHICS SURVEY RESULTS
Q7: Means (Avg) & Std Deviation (Std)

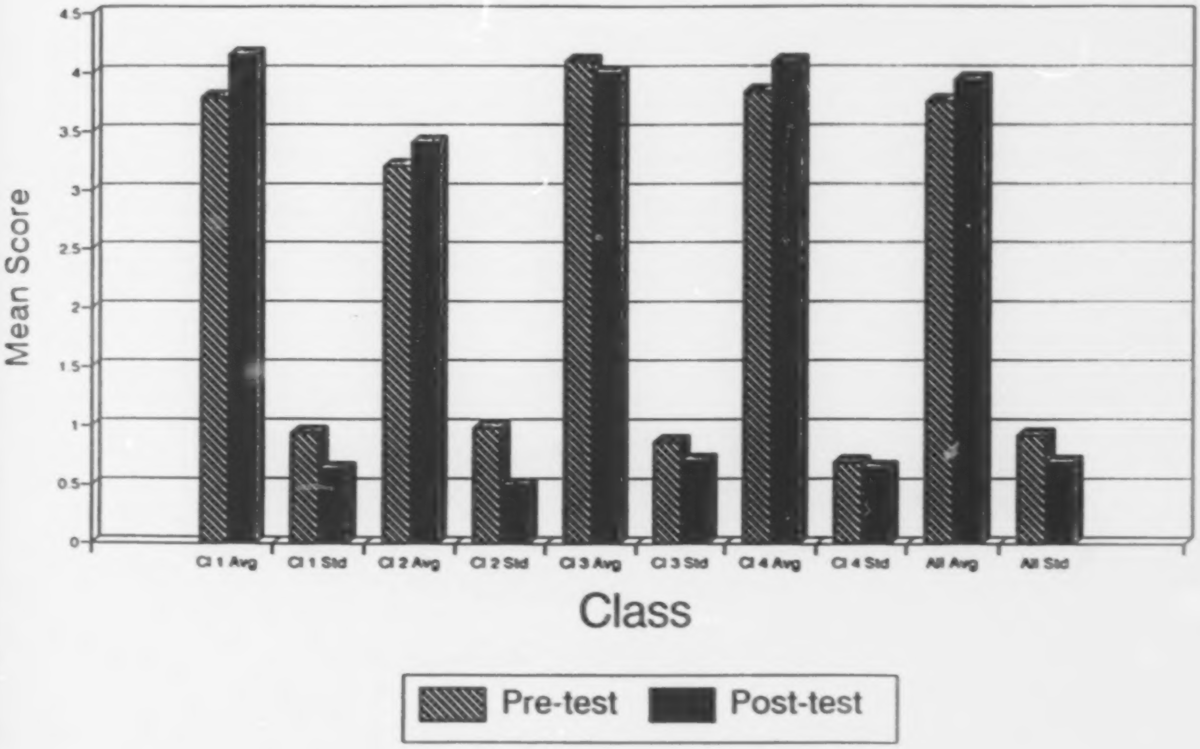


Figure E-8 ETHICS SURVEY RESULTS

Q8: Means (Avg) & Std Deviation (Std)

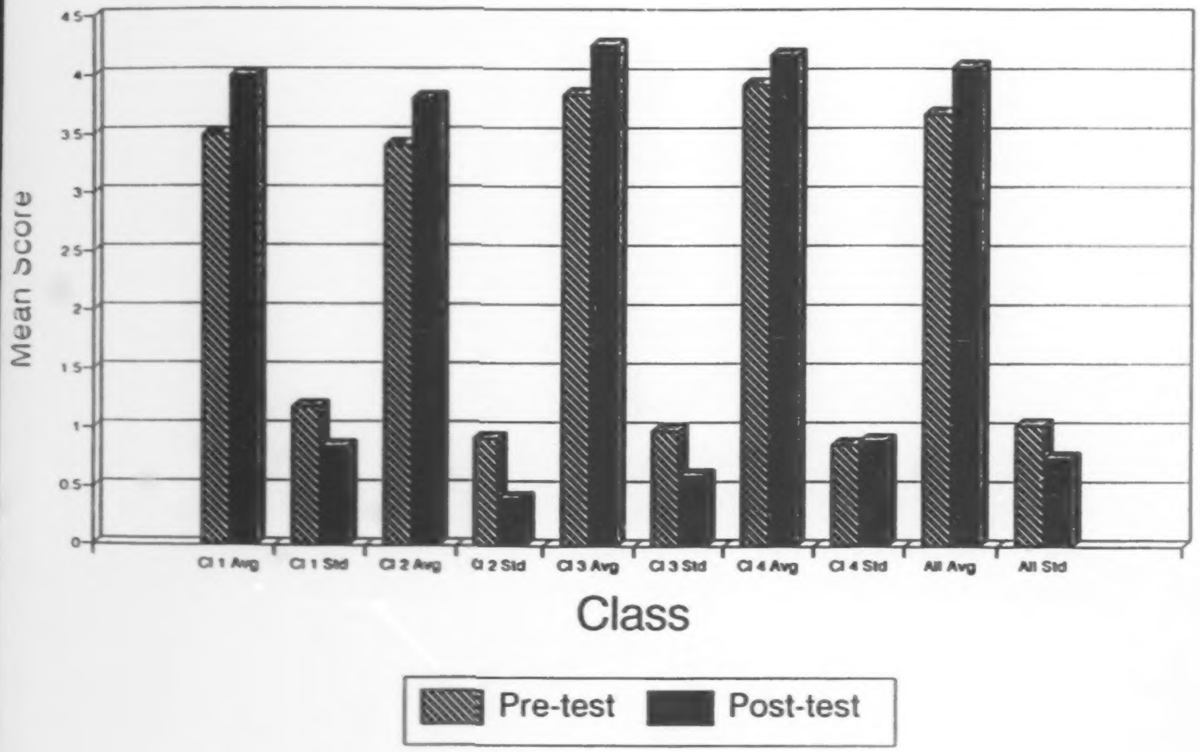
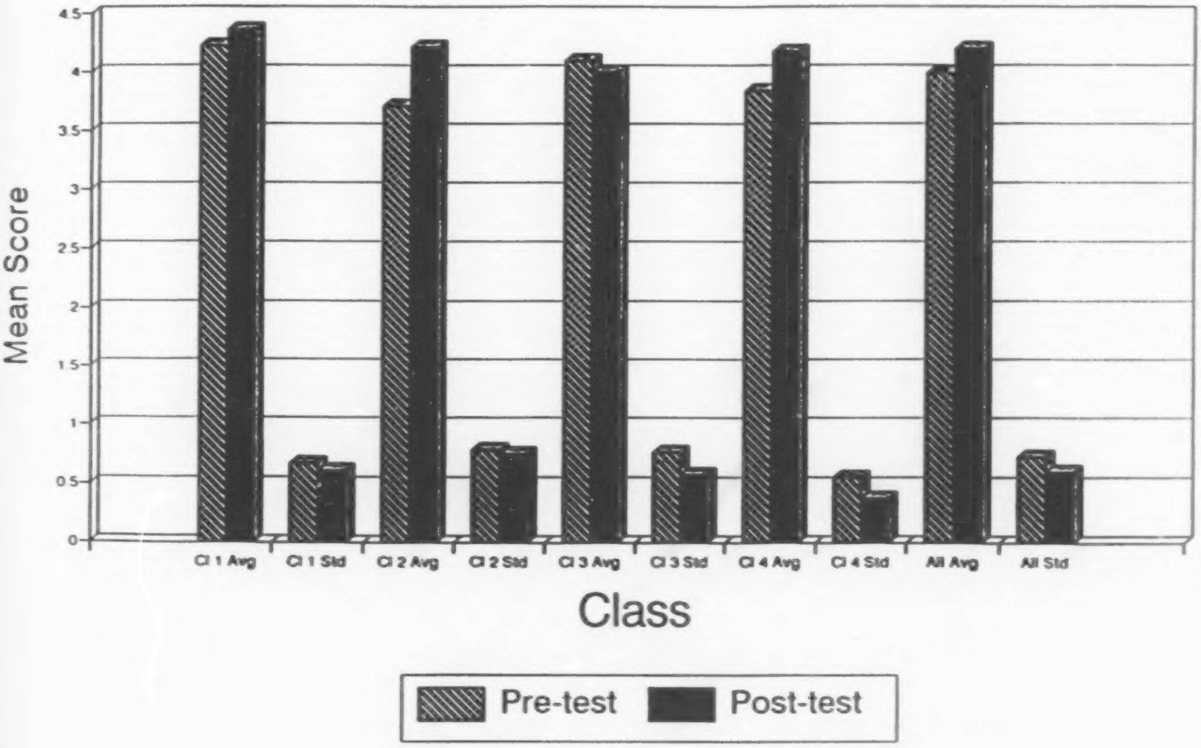


Figure E-9 ETHICS SURVEY RESULTS

Q9: Means (Avg) & Std Deviation (Std)



APPENDIX F:
STUDENTS' WRITTEN ASSIGNMENTS (RESPONDING TO ONE CASE STUDY)

Class 1 (C): Ethics Case Studies Paragraph Responses

E+!!

Among

To solve the ethical dilemma about the ~~E~~nvironmental ~~E~~thics newsletter, in my opinion, the newsletter should continue to be printed, but with strict guidelines. First of all, the students producing the newsletter should provide proof that a problem does exist, if it does, with the mine causing pollution. Secondly, the other students and any other interested persons should be given the full right of rebuttal in the next, or any other issues of the newsletter, about the mine or any other topic they wish to dispute. I don't believe the dean should buckle to the threat made by the president of the chamber of commerce, that they could loose the grant from the city. That in itself is unethical. Finally, the teacher should support his students and help them to keep the privilege of printing the newsletter. He must realize that it is his job and obligation, for the good of all, that he proofread everything and issue a disclaimer freeing the school from the students opinions. I believe the truth should be know even if it hurts some now, because if left untreated it could hurt much more later.

unclear; [illegible]

no comma with that usually

sp.

agree fully w/ my side

— a possessive

common error #1

n

P/P+

Tom
Good analysis and development here. Understand possessives and ask about "that."
Good effort!
Thanks
Dave

revise for precision, succinctness

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English Case Study #3 [redacted]

Single-unit modifier

It is a well known fact that

not really

plagiarism is against the law. There is no difference in William's case. In my opinion, I feel that William should have been punished for copying George's papers. I don't believe it was fair for William to get a tutor, suggested by Dr. Stevens, and be able to continue his football career. George was cheated out of an idea.

a possessive ↑ LEARN

yes!

common error #1

In later years, William might ~~do~~ ~~it~~ copy another's papers again. He might feel he can get away with it.

be simple-direct

The punishment for such a crime in the adult life, would completely astonish William. Dr. Stevens should have taken harsh actions toward William for the lesson taught. If it's all right for William to do, then everyone can do it.

NEVER separate subject from verb

P

Good analysis
and ¶1 development,
fine, but read your
¶'s for clarity, conciseness!
Also, learn possessive and
apostrophe use. Keep
up the fine effort, too!
Thanks,
Dan

[redacted]
English 094
Nov. 29, 1992

William a varsity football player had turned in a written assignment that was not his work. Dr. Stevens, Williams a possessive instructional design professor, was faced with the dilemma of flunking William as the academic advisor suggested or go with his own way of solving the problem. Dr. Stevens hired one of his graduate students to work with William. William was expected to select a new topic and redue sp. the assignment. I agree with Dr. Stevens way of solving the dilemma. William learned his lesson the hard way, coord. conj — LEARN but I don't think he will try ~~to perform~~ plagiarism again. William proved his self worth by retyping the paper. I feel that you don't solve any problems by taking the easy way out. Facing the dilemma head on, deciding what the best solution is for both parties, then agreeing on how it should be solved. FRAG I would possibly make William work with other students that are having problems in the same area.

fix these!

P-

Jamie
Good analysis here but please catch those frags and fix them. Also, understand coord. conj. Thanks

Dave

P.S. Good effort!

[redacted]
Eng 094
D. Throne

intro prep phrase -- common err #1

Terry Groeling taught art appreciation, but (by) allowing his students to make these presentations, one might think he was teaching how to promote hatred. The benefit in allowing these presentations to take place is far outweighed by the safety of preventing the presentations to take place. The highly controversial nature of the proposed presentations in a classroom with such diversity in the individuals could be potentially dangerous. The possibility of students becoming outraged, angry, hurt, or violent is not predictable, but

Comma before contrast

highly likely. Students should be allowed to attend classes without being subjected to vulgarity, prejudice, or character defamation. The instructor in the future should allow presentations only under strict guidelines and only after previewing each presentation.

Px

Excellent Jon

Good analysis here, too!

Keep up the fine effort and attention

Thanks

Dave

[redacted]

ENG 098

o

x

In my opinion, he should allow them the presentations, but he must put strict regulations in order to control ~~this~~ these presentations. Althought (sp.) we can identify a general characteristic for an individual or ethnic group, it is ~~very~~ dangerous to stereotype them. First, since we live in a heterogeneous country, we have to consider or be aware of the cultures of the various groups; even so, if the presentation's purpose is to know each other's groups, I think the presentation should be allowed and be familiar with the particular facets of this groups. Second, while stereotypes give us ~~a~~ general characteristics, it is always important to remain open-minded to learn about the individual group, no matter wich group they are from. Finally, the way of not permitting discussion is going to create a learning from-each-other-group environment; also, it is a good ~~manner~~ to understand others group because the culture of the group are neither good or bad but different.

useless modifier

possessive

possessive

not coord. conj.

to whom?

SP

Clarity needed! Proof your work Jose

Clarity needed!

is it really (opposite, I believe

B

Jose
Good ¶ development and analysis here, but you must edit and proof your work for clarity. Also, understand possessives — this is important! Good effort! Thanks Dave

[redacted]

EVE C94

P+/P

Curtis

Good analysis, clear ¶ development. Understand coord. conj and keep up the fine effort. Thanks Dave

In case number one; we were asked to decide wether sp. Sharon Bronstead was fair in ~~[illegible]~~ her treatment of the class and was ~~she~~ justified in her special consideration of minority students. To answer the first question, we must take into consideration the basic common belief that any policy that establishes a double standard is unfair in ~~basis~~ principle ← yes, so she was incorrect in her grading system.

not coord conj

97

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Further, to answer question two, her treatment of the minority students was incorrect, for it cheated them of a quality education. The correct solution to this problem would be to establish an education system, and they should develop a program to bring all students to the skill levels required of an entry-level college student. This may not be the only ~~[illegible]~~ correct solution, but its one to consider

unclear
be specific

single-unit modifier

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[redacted]

Eng. 094

se study number one was about a college

ychology instructor finding herself giving special

nsideration to her minority students, insofar as

iving two sets of grading standards. The questions are

improper use of

prof unk

re her students being treated fairly, and is she

stified in giving special consideration to her minority

FRAG.

tudents? No. I believe she is not being fair to any

f her students, and she cannot afford to compromise

cademic standards. I can appreciate her honorable

tentions, but I think she is actually doing a disservice

her minority students. Academic standards should be

sub conj (requires comma)

e same for everyone, and if she feels some students are

improper use of ; ← Review!

ot "up" to the subject matter, pre-college courses should

e insisted upon. The instructor as college should

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mmunicate clearly what is expected and required of

not coord. conj.

ch student and make pre-college courses available to

Sub conj.

eryone before attending college level courses. By this

improper use of ;

structor continues using two grading scales; the

inority students will ultimately suffer the consequences

a sub-standard education, not to mention the fallout

e college could receive if there was the appearance

at the college condoned such standards. Lastly, the

sentment felt by her non-minority students would

useless modifier

e ~~very~~ destructive.

B-

Sheila

Good analysis and development here but you must learn usage, coordinating conj., and sub conj. This is extremely important, so review these please.

Thanks

Dawn

BEST COPY AVAILABLE

Jean

[redacted]

SUBJECT: ENGLISH 094
CASE STUDY No. 1
EQUAL TREATMENT

Sharon Broomstead was not treating her students fairly. She's not justified in giving special consideration to her minority students. She may mean well, but it is not the right thing to do. Eventually the minority students will suffer bacause of this and will have to pay the consequences. Sharon Broomstead should have only one standard grading scale. Also, an assessment test should be given to all students. There may be some students who need to be placed in a lower leveled class. The students who do place in Sharon's class should have the equal right to earn their grade according to the standard grading scale. Whether a student is a minority or not. Sharon should grade every student the same.

intro word

sp

P x

Kim

Excellent analysis here and good ¶ development. Keep up the fine ~~effort~~ and understand common error #1.

Thanks
Dave

Greg - Good analysis and development here. [illegible] However, you need to recognize and fix these fragments. Keep up the fine effort! You can do it. Thanks

B-

[redacted]

CASE STUDY

Even though Dr. Steven's knew he was in an extremely sensitive situation, I think the decision that he rendered should not have taken place. Just because William was a varsity football player "this" doesn't mean that he should have received preferential treatment. What I think is that Dr. Steven's should have graded William's paper incomplete and then offered him assistance in doing the assignment over.

need subject here

not coord conj

fra

Also making William aware of the severity of cheating, and how he could possibly be expelled from the University for this type of behavior. Therefore, Dr. Stevens wouldn't have displayed the idea that cheating is acceptable.

Fragment [illegible]

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[redacted]

English 094

Case Study

I feel that Sharon Broomstead was out-of-line by grading her minority students different from other students. To keep this problem from occurring, I would set my criteria for the class ahead of time. I would provide a syllabus outlining my grading policy. There would be a test administered to the students to find out what academic level he or she stands on. I would also provide a study session for any student who wants to build up their knowledge of the coarse. sp. Furthermore, I would make my self accessible to each and every student. I feel education should be color blind, and no certain culture should receive special privileges.

Px

Curtis

Excellent - please read in class and Keep up the fine effort! Thanks Dave

[redacted]
ENG 094
11/19/92
Case Study #1

I believe that Sharon, the teacher, was not treating her students fairly. I feel that regardless of financial status, school background, minority status, age, or appearance, everyone is human and should be treated equally. Having two different grading scales certainly is not treating everyone equally or with the same respect. People should be able to have a chance to do as well as they can, even if they have a hard time on certain subjects. They should be given the chance to try hard, learn, and move past their current abilities. I feel people learn best from their mistakes. Because Sharon did not give the minority students a chance to fail, they may fail in another class and not understand why. People who fail a class and learn from the mistakes they've made are better off than those who've "slidd" by in class, but still fail life.

comma before contrast

slang

P+

Jennifer

Excellent ¶ here

Watch slang and punctuate appropriately.

Keep up the fine effort, too.

Thanks

Dave

BEST COPY AVAILABLE

not coord conj

he rule no comma

no rule, no comma

realize for clarity

Sam Crewer is an professional educator, and should act like one. The first thing Sam did wrong is to prejudge someone, for how they look, or how they are dress. Sam could have explain the syllabus clearly, so everyone can understand, while bringing up key points. Sam must think he is prefect sp, and what Sam said is the true. Sam must realize no one is prefect sp; therefore, continuing education should be ~~an~~ a priority for all educators. Sam is in a position to shape young mind s; therefore, he must challenge them to get class participation, so the students can understand the subject and text book sp. Sam ~~have~~ has no right, in removing a student, because ~~he~~ dose not like them. Sam, Josh, and ~~a~~ an advisor should sit down, and iron out these problems. 2nd The school should have a~~n~~ dress code posted, one should be given to each student. Teachers should be evaluated twice a year, by classroom students and his, or her peers.

subject/verb must agree

not coord conj — LEARN comma applic

No rule, no comma

P-

Willie

Good development and analysis.

However you need to learn how to use the articles "a" and "an." Also go over your comma rules carefully and sentence Done. Keep up the fine effort!

Thanks

Dave

[redacted]

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[redacted]

108 Good analysis here, but make sure you understand consistent tense. Keep up the fine effort. Thanks Dean

Written Assignment for English

Responding to One Case Study

Choose one case study, and in one well-developed paragraph, write a solution to the ethical dilemma presented. Think logically and ethically when presenting your solution, taking into consideration all parties involved as well as any legal mandates prescribed by our nation's laws. In your pre-writing (brainstorming), please show how you arrived at your solution. Remember: think logically and ethically while reflecting upon your chosen case study. Good luck!

A class room should represent an environment reflecting equality among peers and prevention of favoritism. sp Students' intentions are sincere, but she must also understand that there is a certain degree of competition between students. The ~~[illegible]~~ students should be assessed and placed in a proper class with their abilities in mind. By placing students of two extreme capabilities in the same class, the teacher risks burning out the weaker students and the stronger students will be stunted [illegible] better word needed [illegible] inconsistent person here Keep plural [illegible] sp [illegible]

BEST COPY AVAILABLE

[redacted]

CASE STUDY #3

PLAGIARISM

I took this case study and wrote about how it should be solved. I believe that the way Dr. Stevens solved this problem was perfectly ok. If William had been doing this plagiarism thing Vague many times, then I think I would consider flunking him. Because it was his first time, as far as we know, this was a great learning experience for him, and he will probably never do it again. I believe Dr. Stevens handled this case appropriatly

P/P+

Josh

Well written but much more detail should be provided to the reader to convey your view.

Good effort; Thanks, Dawn

☺

[redacted]

Eng 094
11/19/92

Several colleges have a plagiarism policy, and all student's are required to review this policy at the beginning of each semester. This policy is also read out loud by the instructor's to their students. The instructor's will ask if anyone has any question, and a small explanation is given about disciplinary action, if anyone is caught committing plagiarism. Also while the instructor's are reading out loud a copy is given to the student's to follow along. So, it is unlikely that this one student did not know about this policy.

not possessive

sp.

plural not possessive

a plural

instructors

sub conj, no comma

intro 3rd common error #1

plural

sp.

plural not possessive

As the instructor, I would have to
possessive here and 's
follow the school's plagiarism policy,
and take the appropriate disciplinary
action against this student.

P-/P

Sharon

Excellent analysis and
G! development here
but you must understand
the difference between
possessives and plurals — see Hacker Book!
Also understand sub conj.
and keep up the good
effort.
Thanks
Dave

C

Case #6: Art Appreciation

I think the teacher, Terry Groeling, should cancel the art presentations because if he lets his students do their presentations, there will defenately be a confrontation. For example, if the Black student ~~did~~ do his presentation on 2-Live Crew, which by the way don't really need plays sexist, shrewd, insensitive, and insulting music, one or all of the female students would be offended. Equally important, if the skinhead did his presentation on "The World of the White Man," the minority students would be offended. as a result of these presentations, someone would end up being hurt; ~~or someone may even be killed~~ ~~or~~ even worse, somone might end up being killed.

P/Px

Patrick

I think a little more
analysis with detail would
convey your opinion better.
Good effort shown as usual,
So keep it up my friend
Thanks
Dave

[redacted]

1173-92
ENGLISH

—

do not cap all letters

CASE STUDY

I DEFENITELY THINK THAT SHARON DIDN'T TREAT HER STUDENTS FAIRLY. SHARON HAS AN ATTITUDE OF PAYING SPECIAL ATTENTION TO HER MINORITY STUDENTS BECAUSE OF HER PERSONAL FEELINGS FOR THEM. SHARON IS DOING WHAT I CALL, "GRADING ACCORDING TO THE PERSON." THE CASE STUDY STATES THAT SHE COULD ALREADY PREDICT IN JUST ONE NIGHT THE LEVEL HER STUDENTS ARE GOING TO SUCCEED. SHE KEEPS THIS IN PERSPECTIVE ; not coord. conj AND GRADES HER STUDENTS ON THEIR EFFORT ACCORDING TO HER PERSPECTIVE. IT ISN'T THE PERSON THE TEACHER SHOULD BE GRADING. YOU CAN'T PREDICT ANYONE'S LEVEL, AN INDIVIDUAL'S MOTIVE MAY CHANGE SOMETIMES. I AGREE THAT THE MINORITY STUDENTS ARE JUST BEGINNING TO LEARN THE MATERIAL ; BUT THAT'S THEIR PROBLEM. YOU HAVE TO EITHER COME

(

LEARN

; CONJ
Conj
use
Comma

- NEXT -

Comma error #1

PREPARED FOR COLLEGE OR DON'T ATTEND AT ALL. IN A

CASE LIKE THIS, I THING IT DEPENDS ON THE TEACHER.

DIFFERENT TEACHERS HAVE THEIR OWN WAY OF GRADING.

THE SOLUTION TO THIS IS THAT SHARON SHOULD GRADE

HER STUDENTS' WORK EQUALLY.

possessive

P

Mary Lou
Excellent ¶ development
and good analysis.
Review what a
coord. conj is and
keep up the strong
effort! Thanks
Dave

Class 2 (P): Ethics Case Studies Paragraph Responses

PARKS Jr. College

[redacted]

Case #1

Psychology instructor Sharon Broomstead was definately unjustified in her unfair treatment between minority and non-minority students. Although, Sharon felt challenged to promote respect for minorities, I believe she should have done so in a different way. It is unfair to have different expectations from minority students than that of non-minority students. What kind of respect would this promote, if minority students were to find out about this? I believe, if Sharon felt this to be a special mission, she should have taken her own time to help these students. Class time should be of equal value to each student, Black or white.

B+

Donna

Good analysis and a fine job here. Make sure you type your final draft with minimal (if any) hand-written corrections. Excellent effort ☺

Thanks,
Dave

[redacted]

Written Assignment for English

Responding to One Case Study

Choose one case study, and in one well-developed paragraph, write a solution to the ethical dilemma presented. Think logically and ethically when presenting your solution, taking into consideration all parties involved as well as any legal mandates prescribed by our nation's laws. In your pre-writing (brainstorming), please show how you arrived at your solution. Remember: think logically and ethically while reflecting upon your chosen case study. Good luck!

Case study #4: Intellectual Freedom
Should allow artistic impressions of stories.
Mr. Smith should interview people before allowing
them to talk in his classroom.
Mr. Smith should put abrupt stop to Rev. Sparkles
sermon.
Mr. Smith should point out the fact that Rev. Sparkles
is breaking the ~~legislation~~ law. In violation of the
principle of Separation of church and state.
sess Mr. Smith should appligize to his students.

This is an opinion of one on the ethical solution to
mith's dilema Mr. Smith should have interviewed the Rev. Sparkle
rior to letting him speak. sub. conj. Since Mr. Smith thought
he knew what was going to be said, he was surprized sp
hen the Rev. Sparkle began a sermon. Mr. Smith should
llow artistic impressions of the students' comma work, but he
hould also review the topic, improper use speakers semicolon and such before
llowing the presentation. Mr. Smith should put an
rupt stop to Rev. Sparkle's comma sermon because it is in
olation of the principle of separation of church and
tate. Mr. Smith should also apologize to his students
n allowing such an action to take place in his
assroom.

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[redacted]
Eng. 201
Case Study
Equal Treatment
Final Draft

Federal civil right laws ban discrimination on racial and ethic backgrounds; therefore, all students should be given an equal opportunity in learning. Different styles of learning depend greatly on relationships and racial background. Not all Black Americans nor White Americans learn in the same way. Some are only capable of learning by listening and performing rather than reading or writing. We cannot choose our conditions in life, but we can choose our attitude towards those conditions.

Px Rose

WOW! Great analysis and well-written!

Shandra

Dave

P.S. Maybe a little more detail [illegible] evidence your opinion concerning this case study ☺

[redacted]

Terry Groeling, the art appreciation teacher, has a difficult decision to make. I believe the decision to let the presentations go on is the correct answer to his problem. The purpose of art appreciation classes is to expose individuals to various art forms. In this class, there is a variety of opinions and views, and his job as a teacher is to approach each view with respect. He may want to lay some ground rules for the presentations such as no foul language, and discussions are to be limited to the artistic expressions that each artist is trying to convey. Should a presentation begin to get out of hand he must take the initiative to stop the presentation. The same should apply to any discussions that may begin to expand from the original intent. The various views in this class should only enhance each students appreciation of the arts if properly controlled.

cool [illegible]

Run-on w/out

intro prep. phrase

a possessive

P/8+

Disc

Good analysis
and well-developed
¶ here. Please
catch those run-ons
and fix them.
Overall, I see
great thinking on
your part here!

Thanks
Dav

P.S. Please
read for class!

Fair Treatment

As a business program instructor, Sam Brewer could have effectively handled the behavior problem with Josh Frankel in a timely fashion and saved everyone involved weeks of aggravation. First, Sam should have recognized signs of a problem with Josh during his second class by Josh's attitude and actions toward him. After Sam analyzed the situation, he would have been ahead of the problem by making an appointment to discuss the situation with Josh outside of class. Josh then would not have been able to humiliate Sam in front of the other students, and perhaps, Sam would have found that Josh had other underlying problems for which Sam could provide guidance as well as be a friend to Josh. By being direct and confronting the problems head on, it seems to me that Sam, Josh, and all the other students would have had a more educational and pleasant experience in that particular class.

sub. conj.

P+

Peggy
Wow!
Excellent ¶! Really
and I'm quite proud
of your analysis and
improvement in your
writing — keep
it up.
Thanks
Dave

P.S. Please
Read for Class!

[redacted]
English 201
November 18, 1992
David Throne, Inst.

[redacted]

English

Do not justify

ETHICS
Case Study #1

I believe that Sharon was only hurting her minority students by grading them on a scale that wasn't as difficult as her other students. By being easier on the minority students. I believe she wasn't preparing them for the courses they would have to take later. These later courses would be that much harder for them because they would not be prepared for them, or the challenge the courses would give them. Courses that continue building on the knowledge that they were supposed to receive in this course would be that much harder (no rule, no comma) due to the fact that they may not have picked up some of the important points of this present course. I believe this could be overcome by spending more time on teaching the minority students. This could be time outside of class or special tutoring sessions. Or, (intro word) Sharon could pair a minority and a non-minority students together (not conj. comp.) and have them assist one another.

not coord. conj.

why not combine 1st sentence

B/C+

Jan
Good analysis & suggestions. Please learn coord. conj. — this is imp.
Thanks,
Dan

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Written Assignment for English

Responding to One Case Study

Choose one case study, and in one well-developed paragraph, write a solution to the ethical dilemma presented. Think logically and ethically when presenting your solution, taking into consideration all parties involved as well as any legal mandates prescribed by our nation's laws. In your pre-writing (brainstorming), please show how you arrived at your solution. Remember: think logically and ethically while reflecting upon your chosen case study. Good luck!

#5

The problem here is quite obvious. Mr. Swanson, the instructor, should have set guidelines for his students to follow, such as show him the publication's contents better ver- before they were circulated. Since the copies got out and were read by the people who had been accused of polluting the environment the newspaper must find a way to allow them a rebuttal. The Dean of the school should also offer an apology and let the students use the facilities to continue their newspaper under strict supervision, of course.

P/Pt.

Becky

Good analysis – well written piece but you should give reasons why the school should let the students continue the paper and how they should go about this. [illegible] the Dean deciding or not? Give some specifics. Type your papers for the future. [illegible]

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[illegible] Report

Since [illegible] [illegible] [illegible] could have various problems with her students. In the beginning of the class, she should have set the time Sp. [illegible] guidelines ~~[illegible]~~ explanation ~~[illegible]~~ makes no sense to the grading [illegible] [illegible] [illegible] [illegible] [illegible] the class [illegible] [illegible] available at certain times to help them. [illegible] students [illegible] [illegible] [illegible] they [illegible] [illegible] [illegible] [illegible] they need it. She can help all her students learn if she takes more time to teach them and help them. [illegible] should [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

P

Melissa

Good analysis, but present your papers typed (please) I really had trouble reading it. Keep up the good effort, but present your papers as explained in the guidelines and the steps given [illegible] [redacted] Thanks [illegible]

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[redacted]

ENG. 201
David Throne

Case study No. 1

LEARN

No, I don't think Sharon is treating her students fairly. She would need to use the same grading scale in order for her to treat her students equally, and she is not doing that. She is grading her minority students on the basis of thier ei progress and her non-minority students on a strict numerical policy. If she really had respect for cultural diversity, she would not be discriminating against her non-minority students. There is no justification in grading her minority students on a special scale. If she wanted to help her minority students get ahead in life, she could tutor them, or have a special after school class, so she can make sure they learn the material necessary to pass the class. Her minority students will go further in life than if she were to give them special treatment.

sub conj

FRAG

try comma here to combine

X not coord conj

LEARN

P-1P

Lorraine.

Good end, see here and a well-developed ¶ Please catch those frags and make sure that you go over coord. and subord. conjunctions. Good effort here! ☺

Thanks Dave

[redacted]

Eng. 201

11-15-92

Sharon get, help? (I think you mean the students needed help, not Sharon)

Case Study No. 1

Use word to convey exact meaning (help, maybe)

It was great that Sharon Broomstead was trying to help the minority students. She was only trying to up grade the minority students, I understand that; however, she should have gotten help outside the classroom. Sharon could have worked a little harder with the minority students; nevertheless, Sharon could have did the gradeing scale the same way for both the minority students, and the non- minority students. With the help outside the classroom, the minority students could have done a considerable job.

run-on

better verb

sp

not coord. conj

!

[illegible]

frag

frag phrase

F/P

Dale

Good analysis here, but make sure you convey exactly what you mean. Try to convey ... to read your work aloud to see if it makes sense. Always work on your comma usage (and spelling) and understand coordination conjunctions. Keeping the Good effort, thanks

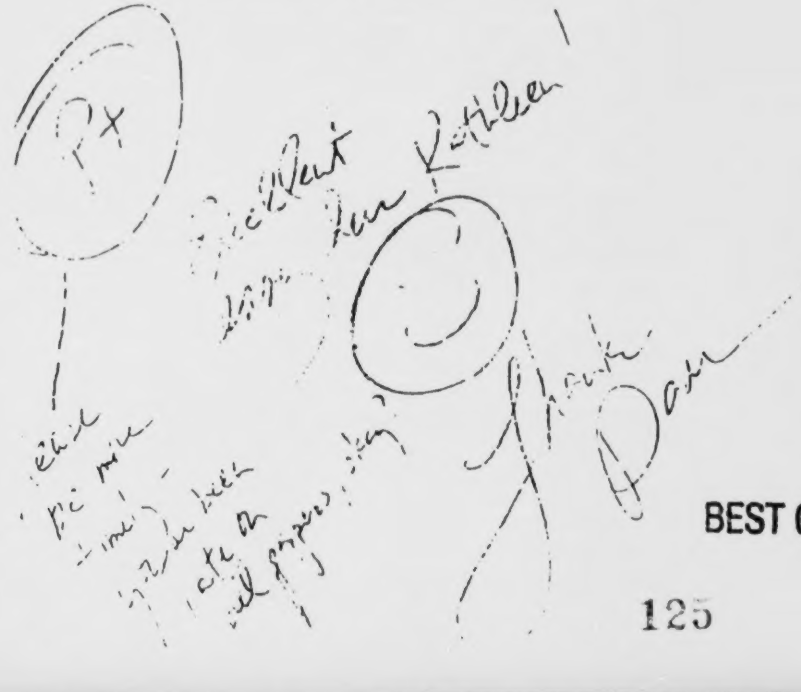
Dave

C

[redacted]
English 201
11/25/92

Response to Case Study No. 4: Intellectual Freedom

The Reverend Sparkle was asked to speak to the English Literature 103 class at Elksburg Community College. This was at the invitation of Mr. Smith, the class professor. The Reverend Sparkle's presentation was to be an interpretation of The Scarlet Letter. The reverend took advantage of his position by using the character, Reverend Dimmesdale, to preach to his audience. In doing this, he violated the principle of separation of church and state. However, Mr. Smith did not set guidelines for the Reverend Sparkle to follow. Although it was at Mary Sparkle's suggestion that the Reverend be allowed to do the presentation, she cannot be held responsible for his actions. Mr. Smith was fair in allowing the Reverend Sparkle to finish the presentation. Mr. Smith should have taken the Reverend Sparkle aside and explained the circumstances. By doing this, it would have alleviated some embarrassment to Mr. Sparkle. Perhaps Mr. Smith could have used the presentation to discuss the important issues in his idea of creative freedom, such as the principle of separation of church and state. In any case, Mr. Smith should not discontinue the presentations. The presentation could be a lesson well-learned for all.



Brilliant Kathleen

Thanks Dan

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Class 3 (CI): Ethics Case Studies Paragraph Responses

DI

— [redacted]

English 100 - Case Studies

There are many ways to solve the conflict in case study number five. The Dean, Chamber of Commerce, and Mr. Swanson should have sat down and discussed what would sp be appropricte to write about. they should have set some sp Guide lines. Such as, no community issues ? and just national enviromatal concerns. The Dean sp overreacted to the Chamber of Commerce's authority. He should have told the Chamber of Commerce that

there

A6

127

Subject/verb agr [illegible]

comma here usually

the student ~~have~~ has rights, also.

why repeat

Also, as a Dean, he has rights of his own representing the college. I believe that because the Chamber of Commerce threatened the Dean by way of the money, the Dean basically feared this. The community should also be aware of environmetal issues. If not locally, a paper ~~about~~ ~~can~~ could still stimulate the community to react on a local level. P-IP

sp

Jennifer [redacted]

Good analysis and development here, but please understand subject/verb agreement. Work on your clarity and spelling too.

Good effort.

Thanks,

Dave

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never — see how [illegible] in back of our book

[redacted]
English 100
Instructor
David Throne
November/19/1992

Case Study number Six:
Art Appreciation

an appositive

improper use of ;

this is a sub conj — LEARN

The art teacher, Terry Groeling, has a real problem with his art class and its ideals of art expression since it has the opportunity of turning into a major crisis if Terry lets his student's expressions get out of control. For ~~an~~ example, the students are expressing themselves without an accountability for the other students. Furthermore, students are only thinking of what they can do for themselves and hav~~ing~~e little concern on what might disturb one or more of the students in the art class. In expressing themselves with these contrasts, the students can only attack each other's emotions. Each student is planning to do something the other students may not ~~agree~~ with; yet, on the other hand, each student has an opposing counter part. Terry's art class has a collage of students; one student likes ~~rap~~ music and happens to be black. Furthermore, there is another student that is a skin head and believes that we should live in an all white world; as far as the other two students, they face a different issue, and that is religion. The first is a true Christian, yet the other has the position that he is against Christ and all he stands for.

LEARN

not coord. conj

common error #1

LEARN

intro word

sf

single-word modif

intro phrase

useless modifier

intro prep phrase

All of these students of the art class are on different sides of these two issues; however, each issue that the students bring up is different, yet they are ~~very~~ much the same idea. With each student's presentation, there is going to be an upset student, although each student will claim their demonstration as their interpretation on what they think this art show is about. What Should Terry do as far as the presentation? Terry should allow the class to go on as planned, but only with lots of **caution** and lots of **time**. Should Terry still have the discussion? I say, "**Yes**," because, we all have a right to our own opinion and the right to voice our opinion. However, I think the class should not have this presentation in one day, but the class should take several days to display or present their art impressions and discuss each of the issues. However, make sure that all of the students discuss each side can ~~of~~ each question that might come up, so that there can be no hurt feeling left to cause a problem later.

Sub Conj

better verbage needed

For clarity

[illegible] make sure

P-

Stewart

Excellent development and analysis [illegible] but you really need to work on [illegible] your paper. I see that these errors are common in your writing; [illegible] the rules. Thanks, Dr [illegible]

[redacted]

Eng 100

#1

Sam was responsible for creating the problem, and only he can correct it. Sam is entitled to his own personal opinion about Josh; however, Sam has no right to tell anyone on the campus how to dress. Josh's classroom demeanor was okay because he really didn't do anything wrong. As an experienced business professor, Sam should have never let his feelings ~~get~~ boil over to a combative point. Josh's scrutiny of the syllabus isn't really significant. Josh's mention of mis-spelled words and grammar should not have been brought up unless they were so bad that he couldn't understand the word or sentence. Josh's questioning of Sam's grading policies was justifiable because he has the right to know how he'll be graded. Josh's challenge to Sam's lecture was okay because he has the right to ask questions about the lecture. Sam's idea that Josh was there solely to disrupt class is purely his own idea; correct or not, Sam's idea should be kept to himself unless he can prove he's right. Sam's summon(ing) of Josh to his office to threaten him was incorrect; Sam should not have threatened Josh. Josh should not have lost his temper while speaking. After Josh left and Sam sat wondering what to do, Sam should have realized that he was not solving anything by simply dumping Josh. As a teacher, Sam has to find a solution to his problem; that would be the right thing to do. Under no circumstances should Sam let a student upset him like Josh did.

better verb

so

[illegible]

PS Please [illegible] Josh

BEST COPY AVAILABLE

no rule, no comma

[redacted]

ENG. 100

Mr. Smith is at fault in this case; however, Mary should have taken into consideration the feelings of her fellow students. When Mary presented her proposal to Mr. Smith, he should have asked specifically what she intended to do. Because the reverend was going ~~to be~~ a guest, Mr. Smith should have given the Sparkles some sort of guide lines. sp Furthermore, the reverend should respect others, and he should not push religion. Mr. Smith should allow creativity in his class, but set down some rules. As soon as Mary told Mr. Smith of her idea, not proper noun the principle of separation of church and state should have been discussed. Religion is such a controversial issue that students need to be aware of the laws, and know that it can't be tolerated in a educational setting. n

not coord conj

Teresa

Good analysis of the situation

more detailed sentences

may have conveyed

your opinion more clearly

Keep working on

commas please.

Thanks for the fine effort!

Thanks

Dave

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Case Study No. 1: Equal Treatment

I don't think Sharon treated all of her students fairly. I can understand the fact that she cares about her students, but she went about helping them the wrong way. Instead, she could have offered an alternative program for all her students, such as: after-school assistance. provide a tutor for them. Or maybe even volunteer to help all her students on their own time. ~~By the~~ Being strict to only some students and more lenient with others, might express a discriminatory attitude. A person really couldn't blame Lanny. the non-minority

improper use of colon

single-unit modifier

for clarity & precision

BEST COPY AVAILABLE

student, for being upset. Although I admire her concern with these students, I also feel she would be taking away from their education by "nursing" these minority students.

P+

Lorna

Excellent analysis
and paragraph development
lev Please read for
class, too Another
Grand effort!!!
Thanks
Da

[redacted]

Case Studies #2

I disagree with Sam for several reasons. Right from the beginning Sam was judgemental. He assumed that he worked in a auto shop and judged the way he dressed. Sam also did not make a remark when Josh asked him about his syllabus. Josh challenged Sam in many aspects, and instead of Sam dealing with in a mature manner, he just got angry. Instead of Sam letting Josh know that this was bothering him, he let it build to ~~a~~ an extreme point. Sam had no

coord conj

sub conj

sub conj

right in telling him to drop the class instead of this Sam needs to deal with the real problem, which is him.

run-on

see book - we went over which/that in class last week

B-

Brittany

Good analysis and ¶ development here. However, you really need to learn sub conj; coordinating conjunctions, and learn to recognize and fix run ons. I know you can do it.

Thanks,

Dawn

☺

[illegible] skip 2 lines not 1½

an appositive

[redacted]
English 100

I don't believe the Dean of General Studies made the right choice in suspending the quarterly college environmental newsletter. When Mr. Swanson, a science instructor at the college, approached the dean for permission to start the newsletter with some students, the dean and the instructor should have talked about some general guidelines. The discussion should have included the specifics on what the school's philosophy is, and ~~make~~ it clear that a disclaimer would be used in the newsletter if needed. The responsibilities of Mr. Swanson in regards to the newsletter may have been a silent understanding, but still should have been discussed. Had some simple steps been taken in safe-guarding the school in the beginning, it's possible the dean would not have received a phone call from the president of the local chamber of commerce. The president complained the newsletter had been distributed off campus, ~~and had~~ done the community a great disservice with the article stating, "If the local mine could not control the run-off from the tailing pond, it should be shut down!" The president reminded the dean of a large city grant the college had applied for, and he politely suggested that a apology would be in line in order for the grant to be approved. Mr. Swanson had an unexpected visit from several students' fathers who were miners, and they demanded the right for a rebuttal in the next newsletter. When Mr. Swanson was called to the dean's office, and] FRAG advised the newsletter would be suspended. At that moment, Mr. Swanson should have insisted on correcting matters by running a special edition of the newsletter stating the school's position, making a formal apology, and allowing the students' fathers to publish a rebuttal in the next newsletter. This should clear up any negative feelings from the community towards to college.

stent
nse
ade

not coord conj
LEARN

Malea
Excellent analysis and development. Please read in class this. You still need to UNDERSTAND coord. conj. and also learn to RECOGNIZE and FIX fragments. [illegible]

(B-)

W

Please proof your paper for spelling, [illegible] [illegible] Your point [illegible] but [illegible] [illegible] discussion w/ a concluding sentence

Thanks, Dave

[redacted]

☺

(11)

in my opinion, Sharron sp was not justified in giving sp her minority students a higher grade simply because they are Black. all of the Blacks in our comunity sp want to be treated fair, so we should give them the grade they ~~[illegible]~~ deserve. Tammy, on the other hand, had no right to come in and critisize Sharon sp for what she believes in. If Tammy was so consened about it, she should have gone to Sharon sp with an open mind and heart and discussed it in a rational manner.

interrupting phrase

sub conj

(I connect this frag)

Not stormed in. FRAG

and started yelling at her ~~for~~ FRAG

ENG 100
11-14-92

intro para phrase

In case study number two, the problem is between Sam, the instructor, and Josh, the student. I belive they both must change for this situation to work~~out~~. Sam needs to become less judgemental towards people because how you act and what you wear does not make you a good or bad person. Josh also has to change; he must become less combative towards Sam. Sam needs to apologize to Josh for his actions, and then ask Josh to return to the class if they both meet some guidelines. Sam then needs to rectify the syllubus and give it to Josh and the rest of the class. When Sam is confronted with a question about the material, he could ask Josh his opinion. This would stimulate class discussion because the class may have experiences or opinions that are pertinent to the discussion. Sam needs to get some examples that pertain to the lecture; then, resummarize the argument from ~~the text and~~ present it to the class. Both people are trying to accomplish a task: Josh to learn the material, and Sam to teach the material. Both people need to work together, act like professionals, and treat each other with mutual respect to be successful. Sam and Josh have to allow for diffrence of opinion to make the situation work.

introduce explanation

P+

Steve
Excellent analysis
and development!
Please read in class
make sure you
understand colla[illegible] use
Thanks
[illegible]

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Patsy Brown
November 18,1992
English Comp

Sharon Broomed the psychology instructor at a Community College teaching minority as well as white students. The minority students are not doing as well as the white students, and Sharon does not want to take the minority students out of the class, so to solve the problem she grade the white students on the work and the minority students on progress.

FRAG

Sure Sharon is being consideratrent, but not fair. If I did not know the meterial, I do not want to just progress, I would want to learn the meterial. Sharon should offer help to her minority students, like totoring, or staying after school three days a week for an hour, she could assing some of the smarter students with the minority students. This way everbody is learning the same way, and it will be good for everone to work togetther.

sp

comma splice

HUH?

Comma splice — frag because (and com)

Patsy [illegible]

FRAGS and comma splices — this is imperative

thanks

BEST COPY AVAILABLE

[redacted]

In case study number six, it is obvious that the instructor, Terry Groeling, has an eftremly diverse class. Because the world of art is so diverse, he should not be afraid to takle different subjects. However, he should not allow any of the subject matter to offend other students. One of the major problems in the United States is that the government is censoring too much artistic material, such as that of 2 Live Crew. The solution to this problem is ~~very~~ simple. Mr. Groeling should allow every one of his students to present their own subject matter to the class. However, he should mandate that they present it objectivly and present both sides of the controversy without offending anyone. He should also go over the material before each presentation and give his students sugestions on how to better present arguments for both sides of their issue.

useless modifier

his or her

inconsistent person

B+

Chris [illegible] Thanks

BEST COPY AVAILABLE

[redacted]

I believe Dr. Stevens made the right decision by keeping William in school and giving him a second chance. If Dr. Stevens had flunked William and had not given him that chance, William would never have had the chance to be a professional football player today. I think professors should take risks sometimes to make exceptions for some students. I'm not saying that because Dr. Stevens gave a second chance to William, as he should do the same for the other students in the class; however, a good professor should help his or her students ~~to~~ make the right decision to be successful. Dr. Stevens by his action showed how # much he cares about his students, and I'm sure William will never forget what happened in that class.

comma splice try "as"

P

Bryan

A little more development & would enhance and support your decision here. Watch those comma splices in the beginning. Keep up the good effort

Thanks,

Dave

BEST COPY AVAILABLE

[illegible]

[redacted]

Case Study
#3

Since William turned in a paper that he copied from George, I feel that he should be flunked. Instead, Dr. Stevens gave him a second chance and additional help to write another paper. William is a college student, and he should know better than to cheat. He shouldn't have been given additional help either because I think that is unfair to the other students in the class who worked hard on their papers. Dr. Stevens' solution would have been more appropriate if the incident had taken place in high school.

[illegible]

why

P

Heather

Good try at [illegible] statement, [illegible] explain [illegible] Good effort for [illegible] [illegible] sentence

Thanks

Dan

AK: [illegible] other line

HC [illegible]

#3

[redacted]

William turned in a paper to Dr. Stevens that was copied from another student; consequently, I believe that Dr. Stevens should have failed William. ~~Because~~ [illegible] William is a college student, he should have known the risk of cheating. Cheating in college should be considered unacceptable behavior. It was also unfair to the other students to have had someone help William with his paper. I feel that Dr. Stevens should have failed William.

comma splice

develop

P

Develop your ¶ a little more, taking points critically to convince your reader. [illegible]

Dan

BEST COPY AVAILABLE

Class 4 (CII): Ethics Case Studies Paragraph Responses

1

DII [redacted]

11-19-92

one space one space 2 space one space do not justify

PLAGIARISM

an apposition

William, a varsity football player, turned in a written assignment that was not his own work. I am not going to flunk him, nor am I going to kick him out. Instead, he is going to get a second chance; he will get two different topics to work on. I am going to punish him by making him work on the topics by himself. The topics will be due in three weeks, and the highest grade he will get is a B. This should teach him a lesson, but I will not close ~~his~~ the door and make him quit. The reason I'm doing this is because nobody should easily get away with plagiarism.

Vague

P Clear

Your conclusion is clear but I think a little more development with details would have conveyed the idea much better. Try to be specific and clear when conveying information. Good effort. Thanks Dave

BEST COPY AVAILABLE

[redacted]
11-19-92
ENG 100

Case Study #2 . Fair Treatment

intro prep phrase—

Judging someone on their appearance is completely unfair. In this case study, Sam is totally in the wrong. Apparently, Sam wants them all to be good little listeners; Utterly void of any personal thought or ideas. I believe Sam should try to make the class more interesting. He should have simulations and discussions of the principles behind businesses. In conclusion, I believe Sam should ask Josh and the other students what they want from the class; then adapt it to the students needs.

— improper use of ; -- use comma and FRAG

— improper use of ; -- use comma FRAG

P-

Mike
A little underdeveloped
Seem to [illegible]
explain your position. [illegible]
Also you really need
to understand semicolon
usage 2 [illegible]
I [illegible] matter.
C'mon you can do it!
Thanks
Diane

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[redacted]

Where's a topic sentence

Case Study No. 4

Intellectual Freedom

I think Mary Sparkle and her husband took advantage of the creative freedom Mr. Smith had allowed. Since preaching in class is a violation between church and state, Mr. Smith should have stopped Mary and her husband. The two of them had the class as a captive audience; therefore, I believe they over stepped their boundaries, taking advantage of everyone. A possible solution would be to interrupt the pair and ask them to get back on the subject of the book. Maybe Mr. Smith should have asked them what their presentation was going to be about ahead of time. I do disagree with Mary and her husband, and I feel what they did was wrong.

P+

Heather

Excellent & clear and properly developed. Keep up the fine stuff and thanks

Dave

* Art Appreciation

The study of art is hard to define. There are no cut and dried rules for appreciating art. Terry Groeling was the instructor, and he encouraged students to bring in there art samples, either their own or someone elses. Each student did just that; each one brought in his/her own presentation, and each student saw their art differently. At the onset of the assignment, Terry should have specified what limits would be set as far as the subject matter of these project. Terry should allow these presentations; however, the class should be made aware that any malicious intent would not be tolerated. He should express the fact that art is also ~~very~~ individualistic, and students views would differ. Since he already has started, he should continue or cancel class altogether. If he continues, Terry can encourage positive statements

use "or"

run-on

inconsistent person

[illegible] modifier

through these views if he handled the subjects correctly. Discussion should be encouraged; the whys of each students art would be better understood.

If Terry wants class discussion, he should not deny it. He should let his students know that tastes and opinions will differ. Keeping this in mind, he should continue his class as planned. Terry could have avoided this conflict by limiting or specifying one type or catagory of art, such as oil painting? Therefore,

huh?

he maintains control of the material with stifling the class. Under these circumstances, he should not make

↙, sub. conj

this a mandatory class since the subject matter may offend some students. Hopefully, the next time

↙, Not Coord. conj.

Terry will better plan and develop a theme instead of throwing a wide open door. Art is a personal statement, and can be interpreted many ways; a

↖ ylw

BEST COPY AVAILABLE

subject of this nature needs narrowing in order to be effective.

[redacted]

Michelle

Excellent analysis,
But you should
definitely learn sub.
coord. conj.
C'mon - you can do it!
Excellent development, too.
thanks
Dave

[redacted]

English 100

Throne TR

Case Study No. 3: Plagiarism

Reword for clarity

In this case of plagiarism, Dr. Stevens had discovered that one of his students had cheated on an assignment. The student was a varsity football player, but not a varsity scholar. The student admitted to the problem that was brought out to him and his academic advisor. The advisor wanted to flunk the student, but Dr. Stevens did the only right thing. He wanted to give the student a chance to prove that he can do the assignment. Dr. Stevens suggested that one of his own graduate students ~~work~~ work with this student on the assignment in question during the next four weeks. This student would be expected to " select a new topic, analyze how he would teach this topic to another person, and design and write a detailed plan and program of instruction. With this help, the student did complete the assignment and passed the course." Dr. Stevens did the right thing by letting the student show that he can complete the assignment on his own. Though what he did in the beginning was wrong, his mistake was diverted, and he deserved the second chance. He was honest ever since Dr. Stevens confronted him with the problem. He then was cooperative in going along with the instructor's suggestion. He then carried out all the tasks and requirements of the second option, and Dr. Stevens felt that he deserved a passing grade. If Dr. Stevens had flunked the student, the student ~~won't~~ wouldn't be happy along with the instructor feeling bad. Maybe it could have taught the student a lesson and that he will never

comma before contrast

coord. conj. — LEARN

Run-on

this is from the handout

use quotes

coord. conj.

Run-on

run-on without comma

reword for parallel thought!

Unclear - reword

BEST COPY AVAILABLE

You've switching tenses Thomas — Keep consistent.

do it again. After been given this chance, the student may go on thinking that all professors will give him another chance, and so he could can continue to cheat his way through until he is caught. Hopefully, the student can think and that he should not take advantage of this chance because who knows, he won't be so lucky the next time around.

intro word

reword

I left my rough draft at home.
Sorry Dave
Thomas

OK

P-

Thomas
Good development
and analysis, here,
but strive for sentence
clarity. This is essential, so
try to read aloud. You
your work
must also recognize
coord. conj.
Good effort here
but better
quality is in order.
Thanks
Dave

LEARN [redacted]

Where is topic sentence

FRAG

The solution for case study two which Sam the teacher and Josh the student have a large conflict. One solution would be for Sam and Josh to sit down and decide on a solution: however, if nothing can be resolved, then Josh should consider changing or dropping the class. On the other hand, Sam should research and transfer the information to his classes better, but Josh should also lighten up on his teachers.

sub. conj.

¶

Courtesy

Much more development with details is needed here. Remember you are conveying info As a reader, you must back it up with appropriate details.

Thanks

Dave

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–✓

[redacted]

Case Study
#3

Since William turned in a paper that he copied from George, I feel that he should be flunked. Instead, Dr. Stevens gave him a second chance and additional help to write another paper. William is a college student and he should know better than to cheat. He shouldn't have been given additional help either because I think that is unfair to the other students in the class who worked hard on their papers. Dr. Stevens' solution would have been more appropriate if the incident had taken place in high school.

Dif [illegible]

why?

Good ideas and clear, but please back up your solutions with the appropriate facts! Also, develop that last sentence so the reader will understand the statement.

Good Effort!

Thanks,

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[redacted]

Skip every other line

Written Assignment for English

Responding to One Case Study

Choose one case study, and in one well-developed paragraph, write a solution to the ethical dilemma presented. Think logically and ethically when presenting your solution, taking into consideration all parties involved as well as any legal mandates prescribed by our nation's laws. In your pre-writing (brainstorming), please show how you arrived at your solution. Remember: think logically and ethically while reflecting upon your chosen case study. Good luck!

CASE STUDY NO. 5

(BRAINSTORMING WAS DONE IN THE GROUP)

Vague needs clarity -- develop idea

Where topic sentence

THE MISTAKE IS FOR SURE ON THE SIDE OF JIM HE SHOULD HAVE READ THIS NEWSLETTER BEFORE IT WAS PRINTED. IT WOULD BE THE BEST TO PRINT IT BY [illegible] COMPANY IF HE WANTS TO GO [illegible] AND [illegible] IN THIS WAY, [illegible] WITH [illegible] THE [illegible] ANYMORE [illegible]

P

Markus

Seems like this was hurriedly done as this is sorely underdeveloped! C'mon put a little more time on your papers. Thanks Dave

BEST COPY AVAILABLE

[redacted]

Case Study No. 1

an appositive

Sharon Broomestead, the psychology instructor, obviously needs to become educated on the methods in which her students should be tought. sp Just because her minority students have an uneasy personal life does not mean they should be given an easy way through school. If Sharon proceds sp to be easy on her students, they will learn less. Prof work They will expect the same treatment in there careers in the furture. intro word So, for a "win/lose" situation, intro phrase Sharon needs to work the same and learn together.

unclear

P-P

Scott

I think a little more development is in order here. Please proofread your work carefully and please keep up the effort. Thanks Sharon

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[redacted]

November 19, 1992

English 100 TR

Dave Throne

1-inch margin

better verb

Case Study No. 1: Equal Treatment

an appositive

Sharon Broomstead, the psychology instructor, did indeed treat her students with unequal fairness. The minority students got a better chance passing her course with a higher grade than the non-minority students. Sharon only wanted to treat the minority students with ease so that they can have a positive college experience. Meanwhile, the non-minority students complained to Sharon about the unequal treatment, and I don't blame them at all. Sharon thinks that she is helping the minority students, but at the same time, she is hurting them in the long run. Sure, it will be easy for the minority students when Sharon is the instructor. These students will struggle and have a really hard time once they move up to a higher course with an instructor unlike Sharon. While in Sharon's class, these students were told to think that they ~~are~~ were doing everything right and perfected the course. Yes, they have perfected the course in Sharon's eyes and that is because Sharon made it so much easier for them. Everyone can understand the reason why Sharon did what she did. The minority students will probably feel more comfortable with the course and at the same time maintain a positive attitude towards the course. Sharon should have taken time out and give the minority students some extra tutoring instead of handing out high grades. Giving them higher grades does not teach them any more than what they know. Tutoring them will make

Conj Run-on

Run-on (coord conj.)

intro

intro prep phrase

inconsistent tense

must be consistent

coord. conj. (run-on without)

them understand the text, and who knows, they might learn more when the course is made up of minorities like themselves.

P-/P

Juan

Good analysis and
& development here.
Understand consistent
tense and certainly
understand coord.
conj. Keep up
the fine effort.
Thanks
Dave

Jodie
excellent paper
live — please
read for class
Thanks
Dave

Jodie Kirkovich
Eng. 100
Dave Throne

I chose to use case study number four for this paragraph. The ethical dilemma here, is whether Mr. Smith should stop the presentation given by Reverend Sparks and his wife. Mr. Smith, the teacher, should have been in control of his classroom. He needs to step in and take a stand to stop the presentation, to protect Mary from taking advantage of the other students, and to avoid being in violation of the Federal law requiring separation of church and state. There are several ways in which Mr. Smith could have achieved this. First, by requesting more information from Mary about her plans for her presentation, Mr. Smith could have avoided the problem right from the beginning. He could also inform her of the Federal law atthis time. In this way, he can avoid the argument that Mary might not know that it is illegal to preach any type of religion in a school setting. Secondly, since Mr. Smith is responsible for what transpires in his classroom, he should have made contact with Reverend Sparkle, informing him of both the law and of his expectations ~~of~~ from the reverend. This would accomplish two objectives: It would allow him to get a feel for what the reverend was planning to speak about, and it would also give him a chance to inform Reverend Sparkle that he was aware of this law. Then, when Reverend Sparkle and Mary arrived for the presentation, Mr. Smith should have pulled the reverend aside, reminding him of their earlier conversation. Again, this would have stopped the problem from snowballing. Mr. Smith should have seen a problem as soon as Reverend Sparkle told the class that it was impossible for them to completely understand Reverend Dimmesdale unless they were "born-again Christians." This sounds threatening and abusive to me; it is never okay to threaten another person, which would have given Mr. Smith another opportunity to stop the presentation. Reverend Sparkle was also recruiting people for membership in his church, which is an infringement on the rights of the other students in

} nice

— use colon to introduce explanation —

excellent

Mr. Smith's class. Finally, Mr. Smith should have immediately stepped in to stop the presentation as soon as he saw the reverend pull out his Bible. He could have cited all of the above reasons for stopping the presentation, thus making it clear to Reverend Sparkle, to Mary, and to the rest of the class why the presentation was ending. Therefore, Mr. Smith should not allow creativity to take its course, and he should take a stand by letting Reverend Sparkle know about the Federal law requiring separation of church and state.

[redacted]

where's topic sentence

Case study NO. 3: Plagiarism

I think Dr. stevens did do the wright thing.
This boy did cheat knowing that it wes wrong,
must be lower case
But by letting him do a paper by him self,
I believed, gave him confidence. This was a
sub conj
good choice. If Dr. stevens would have Just
hurt?
Faild sp. William, it would have ( ) him, and
makes no sense
PROOF
intro word
Perhaps, he would have become a drop out or Just
took Twice as long to graduate. There is one
other way Dr. Stevens could have taken care of
; ← use colon to introduce explanation
this problem, Give him a fail on that one paper,
he did didn't he??
but get him the help on the next paper. This
not coord conj
would also give him confidence, and teach him
#
a lesson. He should still beable to pass the
class.

P-IP

Cassandra

Good ¶ development and analysis, here. Keep working on subord and coord conj as well as spelling. Good effort. Thanks, Dave

BEST COPY AVAILABLE

[redacted]
Eng. 100
Dave Thorne
Tu. Th. 2:00
3:15 pm

Case study No.#4

Mr. Smith has a problem differentiating creativity and religious dogma, or he would have firmly stopped Reverend Sparkle's attempt to proselytize his class. Dogma is a religious set of beliefs which, though flexible and varying from religion to religion, is not creative. Since the college class was being taught at a community college, not a private, religiously affiliated school, Mr. Smith had the right to keep his students from unwanted attempts to convert them to **any** religion! Mary Sparkle's presentation, despite her best intentions, was in violation of the separation of church and state laws for allowing her husband to stray from his implied presentation of a historical lecture to attempts to convert new Christians.

[illegible]

Phil

Excellent ¶ Lisa; please read for class
Thanks, Dave

remember that you are trying (to convey information to) your readers, so be simple when necessary

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[redacted]
Eng. TITH 200

Case Study # 3

There is no doubt that plagiarism is cheating and that William had acted unethically. However, I feel Dr Stevens made the correct decision in giving William a second chance. As a good teacher, Dr. Stevens' main objective was to teach William instructional design. By flunking him, Dr. Stevens would fail his objective. In arranging to have William assisted by a graduate student, Dr. Stevens gave William the opportunity to focus upon his own abilities and learn in the process. William probably experienced a great deal of anxiety upon the discovery of his cheating, and learned

← not corr. con.

a lasting lesson in ethics.

P+

Excellent analysis and good ¶l development. Please read for class. Thanks Dave

☺

[redacted]

Case 2

I think that the teacher, Sam, is completely messed up. He doesn't know his subject matieral. He doesnt even have his syllabus wi F? i sp out understandably. It sub. conj I was a student in his class, I think I would question him also. The worse mistake he made was giving the student a "no-win" situation. Telling a student to either drop the class or he will get an "F" is not right. The teacher is clearly wrong in this case.

P

Dave

Make sure you skip every other line for all papers. Keep up the fine effort; more absences. Thanks, Dave

☺

BEST COPY AVAILABLE

Tanisha Pollard

Case Study No. 2 Fair Treatment

Huh? — this is not a solution

My solution to this problem is for Sam Brewer. If Sam took corrective criticism in the first place, this problem would have been resolved before it even got started. If he was more prepared for his business class, he would have been able to put up with the questions and outbursts from Josh Brewer. Therefore, I dont think he should withdraw Josh from ~~is~~ his class. They need to sit down and have another confrence about the misunderstandings that took place in class.

better verb needed

makes no sense

f

P-

Tamika
Good effort here
but you need more
detail to convey your
opinion fully!
Proof your work
a little better too
Thanks
Dawn

BEST COPY AVAILABLE

[redacted]
ENG 100
3rd Draft

I think Sam is prejudiced
towards Josh, and this does
not give Josh a fair chance in
the class. When Sam judged
Joshs appearance, it automaticly
a possessive
lessoned Josh's chances for
fair treatment right from the
sp. sp.
begining. In my oppinion,
a possessive a possessive
Sam's view on Josh's appearance
affected all the decisions.

was critical of some petty
problems, Sam had no right
to go as far as threatening
to flunk him. I would suggest
that ~~sam~~ Sam. sit down
better word needed here
with Josh and try to compromise
in this situation. Sam needs
organized
to be more ~~[illegible]~~ ~~and prepared~~ in his
and
lectures, ~~and more prepared~~
~~Sam also~~ needs to be more
clear on the class policies.
Sam should also learn that over
d. not [illegible]
the way a person looks does
a possession
not affect ~~the~~ ones ~~[illegible]~~ school performance

Josh needs to keep his comments focused on the class disscusion, and if he has others ~~comments~~ comments; he needs to wait until class is over. Maybe if they both sat down and comprimised, they would be more tollerant and understanding towards each other.

better verbage needed

sp

(P) Also Good analysis and idea development here. Please use a dictionary for spelling and understand apostrophes with possessives. Great effort so keep it up. Thanks Diane

BEST COPY AVAILABLE

[redacted]

Date [illegible]

Class Study Notes
Art Appreciation

Terry Greening should allow the presentations to go on. ~~Although~~ Terry needs to set aside each student and view their presentation at that time alone. Then he needs to decide whether or not they want to influence, preach, or just simply give their opinion about their chosen subject. Each student should have the opportunity to give their opinion and show their presentation. Meanwhile, the students shouldn't be able to accuse other people of prejudice, having a wrong opinion or being. Setting up these conditions [illegible] [illegible] [illegible] should [illegible] ought to keep the situation [illegible]

Sub conj. — why not combine?

inconsistent person

plural

singular

sp

should not — better

① not parallel ②

why not Explain

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of degrading or slanting remarks from the audience, the presentations should flow smoothly. Moreover; intro and, the discussions should be held after each presentation. Each person should be allowed to give their opinion and leave it at that, without Debating the issue.

inconsistent person

P-/P

Bernice

Good development here and good analysis

We've gone over inconsistent person from our books, so please [illegible] as this is [illegible] quite difficult to [illegible] because switching from singular to plural

Keep up the good effort!

Thanks Dawn

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Yushkevich Vadim

College teachers

intro prep phrase

In our life, we can see the different types of teachers at any school. Every teacher can be classified into three main categories: good their attitude towards students, their knowledge of the subject ~~which~~ that they are teaching, and how they grade the students. I think that everyone meets these kinds of teachers in ~~the~~ ~~their~~ his/her own career as a student.

There are teachers whose attitu[de] towards the students is as to their

Your switching from ~~plural~~ to single person
BE CONSISTENT!

own children This kind of instructor is interested in the students knowledge, and he or she is ready to spend all his or her spare time with a student. She (or he) is trying to support the students at the difficult times as in cases when a student failed an exam and decided to drop the class The good instructor can contribute confidence to students that she (or he) will do better on the next exam than on the previous one. At the same time, we can meet the

← don't be sexist

teacher who doesn't care about the students: who is indifferent to the students' grades and to the ~~amount~~ number of students left at the end of the semester. These kind of teachers usually don't have spare time for helping students

development in this category good

It is also interesting to take a look at the teachers from another side. There are teachers who really know their subject, who can explain any difficult problem several of these and answer any question. Usually, these

intro word

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instructors come to the class well prepared and never lose even a few minutes of class's time. At the same time, we can meet the teachers who are not as responsible as the previous ones They can be late ti class, and they can let you go early, although they need much work to di

who is they the students, or the teacher

As a rule, the students don't wish to get into that particular class

On the other hand, we can differentiate instructors into one more category, sarch as grading policy Some teachers keep te

APPENDIX G:
ACUTAL SURVEYS (PRE- AND POST-) OF ALL RESPONDANTS

CCDI

CODE WORD 12

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age: [✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: [✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: Caucasian
[✓ African-American]
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think about all diff of peopl

2. When I am asked to write about a controversial topic, I find ease to separat them and talk about them.

3. When I am asked to write about a situation with an ethical dilemma, I find That it is a way for me to express myself about how I [illegible] fell and how it will always be.

4. Discussing ethical issues and writing about them in this English class has increased or decreased (cross out either increased or decreased to complete statement) my interest in writing because I like to hear people talking about minority and how far they came in the world.

5. Discussing ethical issues and writing about them in this English class has Made me Think That people are become more recongenable about black people and what they can do

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

People have different opinions about different subject

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.	X				

CCDI

CODE WORD 11

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
[✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
[✓ Under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
African-American
[✓ Hispanic]
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think origin, logic, backrounds

2. When I am asked to write about a controversial topic, I find abortion at the top of my list.

3. When I am asked to write about a situation with an ethical dilemma, I find nothing

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	___	✓	___	___
2. Generally speaking, I can make effective ethical decisions.	___	___	✓	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	___	✓	___	___
4. I can usually recognize ethical issues in my academic studies.	___	___	✓	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	___	✓	___	___
6. I believe personal ethics is an important social value.	___	✓	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	___	✓	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	___	✓	___	___
9. Generally, I know how to make good ethical decisions.	___	___	✓	___	___

CCOI

CODE WORD 11

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
[✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
Caucasian | Asian
African-American | American Indian
[✓ Hispanic] | Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think morals, values, doing what you think is right.

2. When I am asked to write about a controversial topic, I find that I am real interested and usually have very much to write about.

3. When I am asked to write about a situation with an ethical dilemma, I find my morals, and values play a significant part in my writing.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I never really concentrated on the meaning of "ethics".

5. Discussing ethical issues and writing about them in this English class has been a great writing experience.

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

On the front!

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	X	___	___	___
6. I believe personal ethics is an important social value.	X	___	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	X	___	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	X	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

(CDI

CODE WORD 9

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race: [✓ Caucasian] African-American Hispanic Asian American Indian Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of Several different races and what their values are

2. When I am asked to write about a controversial topic, I find topics That are releavent.

3. When I am asked to write about a situation with an ethical dilemma, I find information on my culture and what my values are.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.	✓				

CCDI

CODE WORD 9

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ Under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think about people's values, and their race, and how they precive different issues

2. When I am asked to write about a controversial topic, I find one that I'm fimilar with and on that doesn't offend anyone.

3. When I am asked to write about a situation with an ethical dilemma, I find a topic that is ~~[illegible]~~ recent and one that won't offend anyone.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because makes my writting more open and learn more.

5. Discussing ethical issues and writing about them in this English class has

increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because I Want to understand other people's views

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	✓				

CCOI

CODE WORD 8

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]
2. Age: [✓ Under 21 years]
   21 to 30 years
   31 to 40 years
   41 to 65 years
3. Income per year: [✓ under $10,000]
   10,000 to 20,000
   20,000 to 30,000
   40,000 and up
4. Race: [✓ Caucasian] Asian
   African-American American Indian
   Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of what I believe in and my morals.

2. When I am asked to write about a controversial topic, I find that my ethics determine how I feel and what I think is right.

3. When I am asked to write about a situation with an ethical dilemma, I find same as #2. I use my morals + background to decide what to do.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	___	X	___	___
6. I believe personal ethics is an important social value.	X	___	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X	___	___	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X	___	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

CCDI

CODE WORD 8

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of my morals + how I react towards people that have different ideas than mine

2. When I am asked to write about a controversial topic, I find that you have to take in consideration all parties involved + use your own best judgement.

3. When I am asked to write about a situation with an ethical dilemma, I find that you have to do the same thing as when you write about a contraversial subject.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because it makes it easier to find issues and discuss the ethical dilemmas when you can have your own opinion

5. Discussing ethical issues and writing about them in this English class has

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because your more aware of how others react to situations, and you can discuss them in class.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CCT ② DII-

CODE WORD 1

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race: Caucasian, African-American, [✓ Hispanic], Asian, American Indian, Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think different people races.

2. When I am asked to write about a controversial topic, I find abortion a very controversial topic number 1.

3. When I am asked to write about a situation with an ethical dilemma, I find culture an important topic.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.			✓		

L II

CODE WORD 1

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - Caucasian
   - African-American
   - [✓ Hispanic]
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think different races

2. When I am asked to write about a controversial topic, I find Abortion a very controversial topic.

3. When I am asked to write about a situation with an ethical dilemma, I find descrimination an important issue

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because we find many different situations and solutions to real life problems

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because we may find that they don't mean what we think they do.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.		✓			

CCC 2

CODE WORD [redacted]05

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
African-American
[✓ Hispanic]
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think ~~[illegible]~~ ~~[illegible]~~ people being struck or broke.

2. When I am asked to write about a controversial topic, I find ~~[illegible]~~ ~~[illegible]~~ it boring because everthing is controversial.

3. When I am asked to write about a situation with an ethical dilemma, I find ~~Bes~~ Boring because it one persons veus ~~[illegible]~~ against anothers.

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PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	X	___	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	___	X	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	___	X	___	___
6. I believe personal ethics is an important social value.	___	___	X	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	___	X	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	___	X	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

(CD2)

CODE WORD 5

ETHICS ~~SURVEY B~~

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race: Caucasian, African-American, [✓ Hispanic], Asian, American Indian, Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think disagreement.

2. When I am asked to write about a controversial topic, I find kind of boring because you can argue about everything.

3. When I am asked to write about a situation with an ethical dilemma, I find ~~kind of boring because you~~ you're butting in to somebody elses business.

4. Discussing ethical issues and writing about them in this English class has increased or decreased (cross out either increased or decreased to complete statement) my interest in writing because ~~stayed about the same~~. stayed the same because I don't like to argue.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

stayed the same because I have

a high tolance for people.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓	✓			
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.		✓			

CCL2

CODE WORD 7

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - [✓ 20,000 to 30,000]
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of honesty, morals clean conscience.

2. When I am asked to write about a controversial topic, I find that I write in a neutral tone, creating less of a controversy.

3. When I am asked to write about a situation with an ethical dilemma, I find that I would write as if the situation happened to me and what I would do in that specific situation.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CCL3 **CODE WORD** 7

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - [✓ 20,000 to 30,000]
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think about moral standards

2. When I am asked to write about a controversial topic, I find that I would like to keep both sides of the issue in mind as I make my own opinion

3. When I am asked to write about a situation with an ethical dilemma, I find a little difficult trying to make it as fair to both parties as possible.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because it gave me a different perspective when writing.

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

it helped me to become more patient when hearing other peoples ideas.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD 8

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ Under $10,000]
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of [illegible] Peoples Morales

2. When I am asked to write about a controversial topic, I find it very inlitning. I like to Voice my opinyon and I Like to hear others.

3. When I am asked to write about a situation with an ethical dilemma, I find That morel ishous is Sedive hard to wright shout. But Again I love to Voice my opinyan.

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PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

CC-2

CODE WORD 8

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think Moralls and Standerds

2. When I am asked to write about a controversial topic, I find it intresting. I like to expess my views.

3. When I am asked to write about a situation with an ethical dilemma, I find it Fun.

4. Discussing ethical issues and writing about them in this English class has **increased** **~~or decreased~~** (cross out either increased or decreased to complete statement) my interest in writing because it may help other people.

5. Discussing ethical issues and writing about them in this English class has

increased ~~**or decreased**~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I have learnd to lisson and under stand and respect other peopls views

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.		✓			

CCL 2

CODE WORD 9

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - Caucasian
   - [✓ African-American]
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of race, crad, color

2. When I am asked to write about a controversial topic, I find that I usually find myself write about my personal life.

3. When I am asked to write about a situation with an ethical dilemma, I find my self again writing about my personal intanses.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.			X		
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.	X				

CODE WORD 9

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race: Caucasian, [✓ African-American], Hispanic, Asian, American Indian, Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think it pretains to equal opportunity.

2. When I am asked to write about a controversial topic, I find Myself writing about Myself.

3. When I am asked to write about a situation with an ethical dilemma, I find Myself also writing about my self.

4. Discussing ethical issues and writing about them in this English class has ~~increased~~ or decreased (cross out either increased or decreased to complete statement) my interest in writing because I don't like to talk about myself. Ethical always seem to get me to talk about my self.

5. Discussing ethical issues and writing about them in this English class has

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

you learn more as you listen to people.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.				X	
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD 10

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - [✓ 40,000 and up]

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think OF MORALS. WHAT I WAS TAUGHT AS A CHILD TO THINK ABOUT RELATING TO PEOPLE

2. When I am asked to write about a controversial topic, I find THAT I DONT WANT TO DO THE WRITING.

3. When I am asked to write about a situation with an ethical dilemma, I find THAT I WRITE ABOUT MY MORALS.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.				✓	
5. Usually, I feel comfortable discussing ethical issues with other people.				✓	
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.			✓		

CODE WORD 10

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40 years]
41 to 65 years

3. Income per year:
under $10,000
10,000 to 20,000
20,000 to 30,000
[✓ 40,000 and up]

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think OF WHAT IS RIGHT AND WRONG WITH A GIVEN SITUATION

2. When I am asked to write about a controversial topic, I find I ENJOY THINKING ABOUT HOW I WOULD DEAL OR HANDLE THE SITUATION.

3. When I am asked to write about a situation with an ethical dilemma, I find I ENJOY WRITING ABOUT MY SOLUTION. AFTER ALL, I HAVE LEARNED THAT THERE IS NO ONE RIGHT WAY TO HANDLE AN ETHICAL DILEMMA.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I FIND I ENJOY STATING AND BACKING UP MY THOUGHTS.

5. Discussing ethical issues and writing about them in this English class has

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I LEARNED THAT EVERYONE HAS AN OPINION ON ANY GIVEN SUBJECT.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.	✓				

CODE WORD 15

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think not very many people have ethics

2. When I am asked to write about a controversial topic, I find it can be real hard, because people are involved, and can be a touchy situation - but I find it easy to express

3. When I am asked to write about a situation with an ethical dilemma, I find it easy to express my oppinions

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.				X	
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.		X			

CCL 2

CODE WORD 16

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think ______________________________.

2. When I am asked to write about a controversial topic, I find easy to express my opinion.

3. When I am asked to write about a situation with an ethical dilemma, I find it easy to see what is right and wrong.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I had an interest in what I was writing about it was kind of fun.

5. Discussing ethical issues and writing about them in this English class has got me to think more about these things it became a little more important [illegible]

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decreased

~~increased~~ or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I still stick to my own oppinions,

but I guess It does make me think.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

(CL)

CODE WORD 18

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
[✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
African-American
[✓ Hispanic] mexican
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of LAW + being an attorney + hope that I will have good ethics with my clients

2. When I am asked to write about a controversial topic, I find it to be the best! Wanting to make a difference.

3. When I am asked to write about a situation with an ethical dilemma, I find it to be challenging + good for the soul.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓	___	___	___	___
2. Generally speaking, I can make effective ethical decisions.	✓	___	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	✓	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	✓	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	✓	___	___	___	___
6. I believe personal ethics is an important social value.	✓	___	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	___	✓	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	___	✓	___	___
9. Generally, I know how to make good ethical decisions.	___	✓	___	___	___

CCL2

CODE WORD 15

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age: [✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: [✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: Caucasian, African-American, [✓ Hispanic], Asian, American Indian, Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think do the right thing

2. When I am asked to write about a controversial topic, I find it to be a good experience.

3. When I am asked to write about a situation with an ethical dilemma, I find it to be a good experience.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I like to do it.

5. Discussing ethical issues and writing about them in this English class has

A little of both

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

it just depends on the ethical issue

PART C: **Please check the appropriate column which indicates your feeling concerning the statement.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.		X			

CCA ① C-2

CODE WORD 2

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of a person's morals and beliefs.

2. When I am asked to write about a controversial topic, I find animals furs to be personal to me, or I ~~right~~ write about the homeless.

3. When I am asked to write about a situation with an ethical dilemma, I find my self thought struck. Can't think of anything.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	X	___	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	X	___	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	X	___	___	___
6. I believe personal ethics is an important social value.	X	___	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X	___	___	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X	___	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

CCA

CODE WORD 2

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think Morals.

2. When I am asked to write about a controversial topic, I find I find nothing coming to mind.

3. When I am asked to write about a situation with an ethical dilemma, I find the fur industry to be a controversial issue.

4. Discussing ethical issues and writing about them in this English class has ~~increased or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because Discussing ethical issues has neither increased or decreased my interest in writing.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement)-my tolerance of other people's opinions on an ethical issue because

I believe in maintaining an open mind. I don't [illegible] enforce my opinions upon others, and I allow others to express their opinions to me with out [illegible] opposition created by conflicting opinions. I cannot accurately answer th question

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD 3

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:

Caucasian	Asian
[✓ African-American]	American Indian
Hispanic	Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of Rules, cultures, and Religion.

2. When I am asked to write about a controversial topic, I find it very easy.

3. When I am asked to write about a situation with an ethical dilemma, I find very easy to write about it.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

CCA

CODE WORD 3

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age:
[✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
[✓ African-American]
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think I think of morals, right and wrong.

2. When I am asked to write about a controversial topic, I find pretty ~~hard +~~ easy to write about it.

3. When I am asked to write about a situation with an ethical dilemma, I find lost in the action.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because it has ~~increased my int~~ turned my mind on to new things.

5. Discussing ethical issues and writing about them in this English class has has made me a better writer and more knowledgeable.

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement.) ~~my~~ tolerance of other people's opinions on an ethical issue because

Everything I think and believe may not always be right, and it makes me want to see other peoples opinions.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.		✓			
	5	4	3	2	1

CCA

CODE WORD 8

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - [✓ 20,000 to 30,000]
   - 40,000 and up

4. Race:
   - Caucasian
   - [✓ African-American]
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of being honest, and equal to everyone. I meet.

2. When I am asked to write about a controversial topic, I find it easy to do. I can place both sides,.

3. When I am asked to write about a situation with an ethical dilemma, I find if I Live it I can better understand what I'm writing.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.		✓			

CCA

CODE WORD 8

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40 years]
41 to 65 years

3. Income per year:
under $10,000
10,000 to 20,000
[✓ 20,000 to 30,000]
40,000 and up

4. Race:
Caucasian
[✓ African-American]
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of being honest and fair.

2. When I am asked to write about a controversial topic, I find it to be ~~[illegible]~~ easy but I would have to know the subject.

3. When I am asked to write about a situation with an ethical dilemma, I find it hard, because I want to know to which situation.

4. Discussing ethical issues and writing about them in this English class has [✓ increased] or decreased (cross out either increased or decreased to complete statement) my interest in writing because there is a lot of different views.

5. Discussing ethical issues and writing about them in this English class has

~~increased~~ or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I always thought I'm open minded

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.		✓			

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CODE WORD 1

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40 years]
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think to myself does this end justify the means?

2. When I am asked to write about a controversial topic, I find it difficult to deal with unless I can relate to it. Controversial or not I'd write about it.

3. When I am asked to write about a situation with an ethical dilemma, I find tend to weigh the situation and then write about it

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.			✓		

CCA

CODE WORD #1

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40] years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think to myself has the outcome produced a winning situation.

2. When I am asked to write about a controversial topic, I find it takes time to come up with an opinion.

3. When I am asked to write about a situation with an ethical dilemma, I find that unless I'm familiar with it I have a hard time writing about it.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because the topic's are interesting.

5. Discussing ethical issues and writing about them in this English class has

increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

most of the opinions presented made a lot of sense

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.			✓		

CCA

CODE WORD 2

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think The right and wrong of Society

2. When I am asked to write about a controversial topic, I find I want to research both sides to become fully informed.

3. When I am asked to write about a situation with an ethical dilemma, I find I feel uncomfortable about it if it is wrong or controversial

PART C: **Please check the appropriate column which indicates your feeling concerning the statement.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.	✓				

CCIT

CODE WORD 2

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   Under 21 years
   [✓ 21 to 30 years]
   31 to 40 years
   41 to 65 years

3. Income per year:
   [✓ under $10,000]
   10,000 to 20,000
   20,000 to 30,000
   40,000 and up

4. Race:
   [✓ Caucasian]
   African-American
   Hispanic
   Asian
   American Indian
   Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think the Right and wrong way [illegible] people act

2. When I am asked to write about a controversial topic, I find ~~I~~ it hard to pick the side.

3. When I am asked to write about a situation with an ethical dilemma, I find it hard to come up with a solution.

4. Discussing ethical issues and writing about them in this English class has increased or decreased (cross out either increased or decreased to complete statement) my interest in writing because it Brings a different view about the subject To me.

5. Discussing ethical issues and writing about them in this English class has [illegible]

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[✓ increased] or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because everyone is in titled to their opinion and it Should be respected.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD 7

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age: Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of problems in our society.

2. When I am asked to write about a controversial topic, I find it's difficult

3. When I am asked to write about a situation with an ethical dilemma, I find it's difficult. I don't like making that kind of decision

4. Discussing ethical issues and writing about them in this English class has ~~increased~~ or decreased (cross out either increased or decreased to complete statement) my interest in writing because I like writing about fictional things and making things up.

5. Discussing ethical issues and writing about them in this English class has

increased or ~~deccreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because ...

I now realice there ~~are~~ is more than one side to every coin.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person.		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD 16

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think people problems

2. When I am asked to write about a controversial topic, I find it very easy to give my opinion

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.			X		

CCA

CODE WORD 3

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - Caucasian
   - African-American
   - Hispanic
   - Asian
   - [✓ American Indian]
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of peoples personal opinion on a controversial subject

2. When I am asked to write about a controversial topic, I find I can not Take a side. for instance Abortion.

3. When I am asked to write about a situation with an ethical dilemma, I find myself fighting with myself, and my own opinions I do not trust.

D-1

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			X		
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD ________

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ Under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - Caucasian
   - African-American
   - Hispanic
   - Asian
   - [✓ American Indian]
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think peoples personal opinion on morality.

2. When I am asked to write about a controversial topic, I find I can take a side if It go's with my ethics.

3. When I am asked to write about a situation with an ethical dilemma, I find I am open to both sides of the story.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because you can write on more ethical issues

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because it makes it easier in an argument to listen to both sides of opinions and.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	X	___	___	___
6. I believe personal ethics is an important social value.	___	X	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	X	___	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	X	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

CCA

CODE WORD 4

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of things like morals.

2. When I am asked to write about a controversial topic, I find that if I think I am right and get very defensive.

3. When I am asked to write about a situation with an ethical dilemma, I find that I dont have a favor to either side.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.			✓		
3. I can usually recognize ethical issues in my daily experiences.				✓	
4. I can usually recognize ethical issues in my academic studies.				✓	
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.	✓				

CODE WORD ____

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female
2. Age:
    - [✓ Under 21 years]
    - 21 to 30 years
    - 31 to 40 years
    - 41 to 65 years
3. Income per year:
    - [✓ under $10,000]
    - 10,000 to 20,000
    - 20,000 to 30,000
    - 40,000 and up
4. Race:
    - [✓ Caucasian]
    - African-American
    - Hispanic
    - Asian
    - American Indian
    - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of things that deal with morals and how they effect other people.

2. When I am asked to write about a controversial topic, I find that I have a strong opinion about my issue but I also listen to the other person as well.

3. When I am asked to write about a situation with an ethical dilemma, I find that I usually ~~[illegible]~~ discuss things that ~~[illegible]~~ deal with racism.

4. Discussing ethical issues and writing about them in this English class has ~~increased~~ or decreased (cross out either increased or decreased to complete statement) my interest in writing because it deals with ethical issues that have very little to do with english.

5. Discussing ethical issues and writing about them in this English class has

increased or [redacted] (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I have a high ~~tolerance~~ respect of peoples opinion

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.					✓
4. I can usually recognize ethical issues in my academic studies.					✓
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.			X		
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.			X		

CCA

CODE WORD ________

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age: Under 21 years
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: Caucasian Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think ______________________________
____
____.

2. When I am asked to write about a controversial topic, I find __________
____
____.

3. When I am asked to write about a situation with an ethical dilemma, I find ____
____
____.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	✓				

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CODE WORD ________

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age: Under 21 years
21 to 30 years
31 to 40 years
41 to 55 years

3. Income per year: under $10,000
$10,000 to $20,000
$20,000 to $30,000
$40,000 and up

4. Race: Caucasian Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think ________

____

____

2. When I am asked to write about a controversial topic, I find ________

____

____

3. When I am asked to write about a situation with an ethical dilemma, I find ________

____

____

4. Discussing ethical issues and writing about them in this English class has increased or decreased (cross out either increased or decreased to complete statement) my interest in writing because ________

____

____

5. Discussing ethical issues and writing about them in this English class has

Increased or decreased (cross out either increased or decreased to complete statement) my tolerance of other people's opinions on an ethical issue because

increased

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person.	✓				
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	✓				

CODE WORD B

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age: [✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 55 years

3. Income per year: [✓ Under $10,000]
$10,000 to $20,000
$20,000 to $30,000
$40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think OF [illegible] CULTURES SOCIAL VALUES

2. When I am asked to write about a controversial topic, I find [redacted] IT [redacted] HARD

3. When I am asked to write about a situation with an ethical dilemma, I find IT DIFFICULT, FOR I HAVE NEVER REALLY BEEN ASKED TO WRITE ABOUT ONE.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.			X		
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				X	
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD 13

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age: [✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: [✓ Under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of moral decisions & racial envolvment.

2. When I am asked to write about a controversial topic, I find it difficult because I don't want to be ethically incorrect.

3. When I am asked to write about a situation with an ethical dilemma, I find as much about the subject as possible.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because now there are many more ideas for me to write about.

5. Discussing ethical issues and writing about them in this English class has

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I found that I feel the sameway about many peoples ideas.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.		X			

A

CODE WORD 14

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age: Under 21 years
21 to 30 years
[✓ 31 to 40 years]
41 to 65 years

3. Income per year: under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race: Caucasian
[✓ African-American]
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of racial relations, honesty and morale conduct

2. When I am asked to write about a controversial topic, I find myself an extremist who can easily become one-sided.

3. When I am asked to write about a situation with an ethical dilemma, I find that my extremist attitude will bias my opinion on most subjects In general, my opinions are based on my biblical values.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				✓	
9. Generally, I know how to make good ethical decisions.	✓				

A

CODE WORD j'l

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40 years]
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
[✓ African-American]
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of morality and racerelations

2. When I am asked to write about a controversial topic, I find it's easy because my religions beliefs area major consideration in ~~[illegible]~~ ~~issues~~ my resolving issues

3. When I am asked to write about a situation with an ethical dilemma, I find the problem has a solution, for you have ~~[illegible]~~ no problem if there is no solution.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because ~~[illegible]~~ it allows me to think and learn on issues that someday may affect me.

5. Discussing ethical issues and writing about them in this English class has

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increased ~~**or decreased**~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

it showed me that their is no one right answer to life's problems.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.	✓				

CCA

CODE WORD 18

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ Under $10,000]
   - 10,000 to 20,000
   - [✓ 20,000 to 30,000]
   - 40,000 and up

4. Race: Caucasian [✓ African-American] Hispanic Asian American Indian Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of human morals

2. When I am asked to write about a controversial topic, I find myself becoming more and more angered.

3. When I am asked to write about a situation with an ethical dilemma, I find myself getting confused

PART C: **Please check the appropriate column which indicates your feeling concerning the statement.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.			✓		
3. ~~I can usually recognize~~ ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.				✓	
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.				✓	
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.			✓		

CCA

CODE WORD 12

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:

Caucasian	Asian
[✓ African-American]	American Indian
Hispanic	Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think about morals

2. When I am asked to write about a controversial topic, I find that my opinion is wrong

3. When I am asked to write about a situation with an ethical dilemma, I find it easy because now I know what morals or ethics are

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because now I don't feel that my opinion is wrong.

5. Discussing ethical issues and writing about them in this English class has

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~~Increased or~~ decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

they always think that they're right.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.				✓	
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.			✓		

CCA

CODE WORD 20

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age: Under 21 years
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: Caucasian Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think on formality and moral standard

2. When I am asked to write about a controversial topic, I find this diffiault and I have to do some research.

3. When I am asked to write about a situation with an ethical dilemma, I find a critical point that hurt somebody.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.	X				

A

CODE WORD________

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age:
   - Under 21 years
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:

Caucasian	Asian
African-American	American Indian
Hispanic	Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think ______________________________

____

____

2. When I am asked to write about a controversial topic, I find ________

____

____.

3. When I am asked to write about a situation with an ethical dilemma, I find ____

____

____.

4. Discussing ethical issues and writing about them in this English class has **increased or decreased** (cross out either increased or decreased to complete statement) my interest in writing because ______________________

____

____.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

Yes, a I need to know more about them.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.	✓				

CODE WORD 12

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age: Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think TRUTHFULNESS MORALITY

2. When I am asked to write about a controversial topic, I find I NEED TIME TO THINK.

3. When I am asked to write about a situation with an ethical dilemma, I find I HAVE A HARD TIME PUTTING THOUGHTS INTO WORDS.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.			X		
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.			X		

CODE WORD ________

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think morality fairness

2. When I am asked to write about a controversial topic, I find I need time to think, put ~~[illegible]~~ thoughts into words.

3. When I am asked to write about a situation with an ethical dilemma, I find same as #2.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I found this case study interesting.

5. Discussing ethical issues and writing about them in this English class has

increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

my opinion is not ~~so~~ necessarily the right opinion. Other have a right to voice their~~s~~ opinions, and theirs are just as good as mine.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.			X		
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.			X		

CODE WORD 5

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of the different races of people and how they interact.

2. When I am asked to write about a controversial topic, I find it hard unless I have been directly affected by that particular controversy.

3. When I am asked to write about a situation with an ethical dilemma, I find I usually need a little more information before I feel comfortable with the dilemma in question.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.			X		

CODE WORD 5

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think ABOUT HOW ONE PERSON OR group relates to a specific dilemma.

2. When I am asked to write about a controversial topic, I find it HARD TO BREAK DOWN THE TOPIC AND WRITE ABOUT EACH SEGMENT.

3. When I am asked to write about a situation with an ethical dilemma, I find it is best to ANALYZE EACH PART OF THE SITUATION then WRITE ABOUT IT.

4. Discussing ethical issues and writing about them in this English class has **increased ~~or decreased~~** (cross out either increased or decreased to complete statement) my interest in writing because I have learned to be more specific ABOUT what I am writing about.

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of ~~other people's~~ opinions on an ethical issue because

everyone is entitled to his or her own opinion, and ~~is allowed~~ Everyone can ~~to~~ express his or her opinion.

____.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	___	X	___	___
6. I believe personal ethics is an important social value.	___	X	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	___	X	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	X	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

C— C— ① D-1

CODE WORD 6

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age: [✓ Under 21 years]
   21 to 30 years
   31 to 40 years
   41 to 65 years

3. Income per year: [✓ under $10,000]
   10,000 to 20,000
   20,000 to 30,000
   40,000 and up

4. Race: [✓ Caucasian] Asian
   African-American American Indian
   Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of educated thinking And reason,

2. When I am asked to write about a controversial topic, I find it easier to write on when I have all the facts.

3. When I am asked to write about a situation with an ethical dilemma, I find that the situation I going to write about I make the dilemma pertain to me so I can get a better angle on the dilemma.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	X	___	___	___
6. I believe personal ethics is an important social value.	X	___	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	___	X	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	X	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

c c I

CODE WORD 6

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
[✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think that's its the differenke Between Right · Wrong

2. When I am asked to write about a controversial topic, I find that I take the side of my [illegible] and i don't look at the other views.

3. When I am asked to write about a situation with an ethical dilemma, I find myself in that situation and fight from a first person point of view.

4. Discussing ethical issues and writing about them in this English class has ~~increased~~ or decreased (cross out either increased or decreased to complete statement) my interest in writing because writing about a ethical dilema and talking about are me to different things.

5. Discussing ethical issues and writing about them in this English class has

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increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

Some of the views I took were not the only solutions to the problem.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			X		
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.			X		
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

(C 1)-I

CODE WORD 7

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of RACES, backgROUNDS OR beliefs about something

2. When I am asked to write about a controversial topic, I find it difficult.

3. When I am asked to write about a situation with an ethical dilemma, I find it difficult

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.				X	
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

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CCU-I

CODE WORD 07

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
[✓ Under 21 years]
~~21 to 30 years~~
31 to 40 years
41 to 65 years

3. Income per year: [✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think White vs. Black or People vs. People

2. When I am asked to write about a controversial topic, I find it hard.

3. When I am asked to write about a situation with an ethical dilemma, I find it easy, because I use my opinions

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because it has made me think a little harder

5. Discussing ethical issues and writing about them in this English class has

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increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

You have to see all sides of each issue.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD 4

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - Caucasian
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think [illegible]

2. When I am asked to write about a controversial topic, I find [illegible]

3. When I am asked to write about a situation with an ethical dilemma, I find conflicts among people who feel differently.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	✓				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.		✓			

CODE WORD U

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age:
   - Under 21 years
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:

Caucasian	Asian
African-American	American Indian
Hispanic	Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think [illegible]

2. When I am asked to write about a controversial topic, I find

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

4. Discussing ethical issues and writing about them in this English class has increased **~~or decreased~~** (cross out either increased or decreased to complete statement) my interest in writing because [illegible]

5. Discussing ethical issues and writing about them in this English class has

increased ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

I learn more about them and understand how and why opinions are opinions. I [illegible] when I don't agree.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD________

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age:
    Under 21 years
    21 to 30 years
    31 to 40 years
    41 to 65 years

3. Income per year:
    under $10,000
    10,000 to 20,000
    20,000 to 30,000
    40,000 and up

4. Race:

Caucasian	Asian
African-American	American Indian
Hispanic	Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think ________________________________
____
____

2. When I am asked to write about a controversial topic, I find __________
____
____.

3. When I am asked to write about a situation with an ethical dilemma, I find ____
____
____.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD ________

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age: Under 21 years
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: Caucasian Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think ____________________________________
____
____

2. When I am asked to write about a controversial topic, I find ________
____
____.

3. When I am asked to write about a situation with an ethical dilemma, I find ____
____
____.

4. Discussing ethical issues and writing about them in this English class has **increased or decreased** (cross out either increased or decreased to complete statement) my interest in writing because ____________________________
____
____.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

IT ACTUALLY STAYED THE SAME LEVEL.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.	X				

CODE WORD 12

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think about the people behavior

2. When I am asked to write about a controversial topic, I find myself confusey because I have to prove my point.

3. When I am asked to write about a situation with an ethical dilemma, I find many problams in this field.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

CODE WORD 12

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: [✓ Male] Female

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think about people behavior and action

2. When I am asked to write about a controversial topic, I find the best way to be fair.

3. When I am asked to write about a situation with an ethical dilemma, I find a few solution.

4. Discussing ethical issues and writing about them in this English class has [✓ increased] or decreased (cross out either increased or decreased to complete statement) my interest in writing because in this case I can understand some issues more fully.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because everyone has to have own opinion on any ethical issue.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

CODE WORD [illegible]

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age:
   Under 21 years
   21 to 30 years
   31 to 40 years
   41 to 65 years

3. Income per year:
   under $10,000
   10,000 to 20,000
   20,000 to 30,000
   40,000 and up

4. Race:
   Caucasian
   African-American
   Hispanic
   Asian
   American Indian
   Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think [illegible]

2. When I am asked to write about a controversial topic, I find [illegible]

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.			✓		
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.				✓	
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	✓				
9. Generally, I know how to make good ethical decisions.			✓		

CCD 2

CODE WORD 17

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: **Please circle the appropriate answer as it pertains to you.**

1. Gender: [✓ Male] Female

2. Age:
Under 21 years
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
Caucasian
African-American
Hispanic
Asian
American Indian
Other

PART B: **Please complete the following sentences.**

1. When I hear the word ethics, I think personal morals

2. When I am asked to write about a controversial topic, I find the least used most liberal position.

3. When I am asked to write about a situation with an ethical dilemma, I find that I usually write about my personal ethics.

4. Discussing ethical issues and writing about them in this English class has **increased or decreased** (cross out either increased or decreased to complete statement) my interest in writing because it gave me a more personal essay.

5. Discussing ethical issues and writing about them in this English class has

increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because it lets me see the other side of the coin.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.			X		
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD [illegible]

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   Under 21 years
   21 to 30 years
   31 to 40 years
   41 to 65 years

3. Income per year:
   under $10,000
   10,000 to 20,000
   20,000 to 30,000
   40,000 and up

4. Race:

Caucasian	Asian
African-American	American Indian
Hispanic	Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think __________________________________

2. When I am asked to write about a controversial topic, I find [illegible]

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

4. Discussing ethical issues and writing about them in this English class has **increased or decreased** (cross out either increased or decreased to complete statement) my interest in writing because [illegible]

5. Discussing ethical issues and writing about them in this English class has

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increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

it has both increased and decreased my tolerance. I'm always open minded except for those who feel they are always right no matter what.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X				
9. Generally, I know how to make good ethical decisions.		X			

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CODE WORD 7

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think about how you determine what's right and wrong. Also about the guidelines set by people about what's right + wrong.

2. When I am asked to write about a controversial topic, I find it difficult because many people have different ideas on what you may be writing about. And its difficult not to write anything that will [illegible] people.

3. When I am asked to write about a situation with an ethical dilemma, I find it somewhat easier because people (most) have an idea about what they think is right + wrong.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X				
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				X	
9. Generally, I know how to make good ethical decisions.	X				

C/A

CODE WORD 10

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
[✓ Under 21 years]
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian] Asian
[✓ African-American] American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of races and nationalities

2. When I am asked to write about a controversial topic, I find it hard and easy because there is a lot Of ~~[illegible]~~ info about it.

3. When I am asked to write about a situation with an ethical dilemma, I find it hard to find, (finding info about it)

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	___	X	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	___	X	___	___	___
6. I believe personal ethics is an important social value.	___	X	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	___	X	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	X	___	___	___
9. Generally, I know how to make good ethical decisions.	___	X	___	___	___

CCA

CODE WORD 10

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - [✓ Under 21 years]
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - [✓ African-American]
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think making the right decisions (what a do about a situation and about races

2. When I am asked to write about a controversial topic, I find it confusing.

3. When I am asked to write about a situation with an ethical dilemma, I find it hard to write about because there are many different situations.

4. Discussing ethical issues and writing about them in this English class has ~~**increased**~~ or **decreased** (cross out either increased or decreased to complete statement) my interest in writing because it can help me make some good decisions when in certain situations.

5. Discussing ethical issues and writing about them in this English class has

~~increased~~ or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

we all have different opinions but somebody's else's solution may be just as well.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	X				

[redacted]

CCA
C

CODE WORD 5

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of peoples beliefs

2. When I am asked to write about a controversial topic, I find myself greatly involved.

3. When I am asked to write about a situation with an ethical dilemma, I find That I am opinionated and only believe myself.

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PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	___	X	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	X	___	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	___	X	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	X	___	___	___	___
6. I believe personal ethics is an important social value.	X	___	___	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	X	___	___	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	X	___	___	___	___
9. Generally, I know how to make good ethical decisions.	X	___	___	___	___

CODE WORD 5

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think good people

2. When I am asked to write about a controversial topic, I find Myself getting to pig headed.

3. When I am asked to write about a situation with an ethical dilemma, I find Myself trying to deal with both sides.

4. Discussing ethical issues and writing about them in this English class has increased or decreased (cross out either increased or decreased to complete statement) my interest in writing because decreased.

5. Discussing ethical issues and writing about them in this English class has made me think more clearly

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	\	✓			

CODE WORD 11

ETHICS SURVEY

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up family (me-spouse)

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think morals - standards

2. When I am asked to write about a controversial topic, I find I am afraid of who might read it.

3. When I am asked to write about a situation with an ethical dilemma, I find I can be on one side & better to the other.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				X	
9. Generally, I know how to make good ethical decisions.	X				

CCA

CODE WORD 11

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]
2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years
3. Income per year:
   - [✓ under $10,000] self
   - 10,000 to 20,000
   - 20,000 to 30,000
   - [✓ 40,000 and up] family
4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think Moral code standards to live by

2. When I am asked to write about a controversial topic, I find I am worried who might read it.

3. When I am asked to write about a situation with an ethical dilemma, I find I am set in my opinion.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because opinions can be voiced + suggestions made.

5. Discussing ethical issues and writing about them in this English class has

increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

they have the same right to their opinion as I do.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X		~~X~~	
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				X	
9. Generally, I know how to make good ethical decisions.	X				

CCA

CODE WORD 19

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - [✓ 20,000 to 30,000]
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of morals the values which are instilled through our development. and education

2. When I am asked to write about a controversial topic, I find my personal values and upbringing are injected into my opinion.

3. When I am asked to write about a situation with an ethical dilemma, I find try to be object and sympathetic but personal convictions is still translated

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		/			
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD 19

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40 years]
41 to 65 years

3. Income per year:
under $10,000
10,000 to 20,000
[✓ 20,000 to 30,000]
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of moral values The difference between right and wrong

2. When I am asked to write about a controversial topic, I find it is sometimes hard to be objective.

3. When I am asked to write about a situation with an ethical dilemma, I find my own ethical and moral stands are my guideline.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because it has cultivated thinking and seeing things from more than one view.

5. Discussing ethical issues and writing about them in this English class has

increased ~~**or decreased**~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

it has brought to light individuals opinions and awareness on how all people are unique with different convictions.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.					
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

CCA

CODE WORD 21

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age: Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
10,000 to 20,000
20,000 to 30,000
[✓ 30,000 to 40,000 and up]

4. Race: [✓ Caucasian] Asian
[✓ African-American] American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of Nothing.

2. When I am asked to write about a controversial topic, I find it AN Easy subject to write about.

3. When I am asked to write about a situation with an ethical dilemma, I find A little difficult to write About.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.			✓		
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

CCA

CODE WORD 21

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
under $10,000
10,000 to 20,000
20,000 to 30,000
30 - 40,000 and up

4. Race:
Caucasian
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think EVERYONE SHOULD BE TREATED Equal.

2. When I am asked to write about a controversial topic, I find it interesting.

3. When I am asked to write about a situation with an ethical dilemma, I find it EASY to do

4. Discussing ethical issues and writing about them in this English class has increased or decreased (cross out either increased or decreased to complete statement) my interest in writing because Discussing ethical issues and writing about them has not effected my interest in writing.

5. Discussing ethical issues and writing about them in this English class has

[✓ increased] or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

EVERYONE'S different, but AT THE SAME time EQUAL.

PART C: **Please check the appropriate column which indicates your feeling concerning the statement.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	✓				

CODE WORD 14

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
21 to 30 years
[✓ 31 to 40] years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think doing what you believe is right, or honorable

2. When I am asked to write about a controversial topic, I find I get terribly angry when people are wronged.

3. When I am asked to write about a situation with an ethical dilemma, I find I usually go the ethical way Sometimes you can't to save others feeling.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				X	
9. Generally, I know how to make good ethical decisions.	X				

P

14

CODE WORD 14

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age: Under 21 years
21 to 30 years
~~31 to 40 years~~
41 to 65 years

3. Income per year: under $10,000
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think doing the right thing

2. When I am asked to write about a controversial topic, I find I get very angry about the subject who was wronged.

3. When I am asked to write about a situation with an ethical dilemma, I find I have a hard time deciding who was wrong unless it's obvious.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because these issues force you to think and study all sides before making a decision.

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions ~~on an ethical issue~~ because you always have to listen to another's opinion, This will usually open your eyes to something that might have been missed.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD 11

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age: Under 21 years
21 to 30 years
31 to 40 years
[✓ 41 to 65 years]

3. Income per year: under $10,000
10,000 to 20,000
[✓ 20,000 to 30,000]
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think honesty, professionally are words which come to mind

2. When I am asked to write about a controversial topic, I find aids abortion, new are the most controversial.

3. When I am asked to write about a situation with an ethical dilemma, I find most questions are in the field of law.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.	✓				
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.		✓			

CODE WORD 11

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age:
   - Under 21 years
   - 21 to 30 years
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - Caucasian
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think [illegible]

2. When I am asked to write about a controversial topic, I find [illegible]

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

4. Discussing ethical issues and writing about them in this English class has **increased or decreased** (cross out either increased or decreased to complete statement) my interest in writing because [illegible] neither.

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

we don't all look at situations alike.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.	X				
4. I can usually recognize ethical issues in my academic studies.	X				
5. Usually, I feel comfortable discussing ethical issues with other people.	X				
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.	✓				

Tirks
9

CODE WORD 9

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under [✓ $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of family values

2. When I am asked to write about a controversial topic, I find it's Fun and easy.

3. When I am asked to write about a situation with an ethical dilemma, I find Interesting sometimes, and others I don't depends on what its about

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.				✓	
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

CODE WORD 9

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think Morals, Family Values

2. When I am asked to write about a controversial topic, I find it interesting if it's real controversail Like MaDonna.

3. When I am asked to write about a situation with an ethical dilemma, I find it Difficult unless its Something I can relate too.

4. Discussing ethical issues and writing about them in this English class has ~~increased~~ or decreased (cross out either increased or decreased to complete statement) my interest in writing because I am not real interested in ethical issues.

5. Discussing ethical issues and writing about them in this English class has Made me understand the word ethical Better the True DefaNitions

increased or ~~decreased~~ (cross out either increased or deccreased to complete statement) ~~my tolerance of~~ other people's opinions on an ethical issue because

Not everybody is the same MOST everyone has a different opinoin when it comes to being ethical.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.			✓		
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.		✓			
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.	✓				

Post
7

CODE WORD 8

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian]
African-American
Hispanic
Asian
American Indian
Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think everyone has their own. Ethics is what makes the law confusing. Contreversay.

2. When I am asked to write about a controversial topic, I find it very easy to write about.

3. When I am asked to write about a situation with an ethical dilemma, I find it difficult. Everyone has their own opinion.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.					X
6. I believe personal ethics is an important social value.			X		
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.				X	
9. Generally, I know how to make good ethical decisions.		X			

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CODE WORD [illegible]

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year:
[✓ under $10,000]
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race:
[✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think it applies to everyone. It's part of what helps make laws.

2. When I am asked to write about a controversial topic, I find that some things are easy and some are hard.

3. When I am asked to write about a situation with an ethical dilemma, I find sometimes I get angry about the way people think. (between whats moral and what's not.)

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I can think about whats wrong, but I wish I had solutions.

5. Discussing ethical issues and writing about them in this English class has made me see a brighter side to things.

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~~increased or~~ decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because Nothing seems to get done about the world's problems.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.				X	
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.		X			

101C
7

CODE WORD 7

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age: Under 21 years
[✓ 21 to 30 years]
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
[✓ 10,000 to 20,000]
20,000 to 30,000
40,000 and up

4. Race: [✓ Caucasian] Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think [illegible] [illegible] of peoples morals

2. When I am asked to write about a controversial topic, I find it really hard to do.

3. When I am asked to write about a situation with an ethical dilemma, I find it hard to write about any bodiys ethical dilemma.

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PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			X		
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.			X		
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.		X			

Tues
1

CODE WORD 7

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think the moral ~~of~~ that people have

2. When I am asked to write about a controversial topic, I find it pretty hard to do. Depending on what it is about.

3. When I am asked to write about a situation with an ethical dilemma, I find ______.

4. Discussing ethical issues and writing about them in this English class has increased or ~~decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because but it is still hard to write about it.

5. Discussing ethical issues and writing about them in this English class has

increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

____

____

____.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.				X	
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.		X			
6. I believe personal ethics is an important social value.			X		
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.			X		

CODE WORD 4

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   Under 21 years
   [✓ 21 to 30 years]
   31 to 40 years
   41 to 65 years

3. Income per year:
   under $10,000
   [✓ 10,000 to 20,000]
   20,000 to 30,000
   40,000 and up

4. Race:
   [✓ Caucasian]
   African-American
   Hispanic
   Asian
   American Indian
   Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think other peoples lifestyles and how they live.

2. When I am asked to write about a controversial topic, I find myself writing [illegible] only [illegible].

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible] about [illegible].

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PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.			X		
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			X		
9. Generally, I know how to make good ethical decisions.		X			

CODE WORD 4

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - [✓ 10,000 to 20,000]
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of peoples lifestyles,

2. When I am asked to write about a controversial topic, I find wanting to research the topic to find out the facts.

3. When I am asked to write about a situation with an ethical dilemma, I find that sometimes I get frustrated; I sometimes compare my own life expectations with the dilemma.

4. Discussing ethical issues and writing about them in this English class has [✓ increased] or decreased (cross out either increased or decreased, to complete statement) my interest in writing because I think its interesting.

5. Discussing ethical issues and writing about them in this English class has

[✓ increased] or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because I want to learn more and more about what Other people think. I like to compare how I feel with how others feel.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X				
2. Generally speaking, I can make effective ethical decisions.	X				
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.		X			
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.	X				

CODE WORD 2

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male Female

2. Age: Under 21 years
21 to 30 years
31 to 40 years
41 to 65 years

3. Income per year: under $10,000
10,000 to 20,000
20,000 to 30,000
40,000 and up

4. Race: Caucasian Asian
African-American American Indian
Hispanic Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think [illegible]

2. When I am asked to write about a controversial topic, I find [illegible]

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:			✓		
2. Generally speaking, I can make effective ethical decisions.				✓	
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.					✓
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.					
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.				✓	

CODE WORD 3

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]
2. Age: [✓ Under 21 years]
   21 to 30 years
   31 to 40 years
   41 to 65 years
3. Income per year: under $10,000
   [✓ 10,000 to 20,000]
   20,000 to 30,000
   40,000 and up
4. Race: [✓ Caucasian] Asian
   African-American American Indian
   Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think of morals

2. When I am asked to write about a controversial topic, I find it very interesting.

3. When I am asked to write about a situation with an ethical dilemma, I find it can be hard to draw the line between right and wrong.

4. Discussing ethical issues and writing about them in this English class has [✓ increased] or decreased (cross out either increased or decreased to complete statement) my interest in writing because I feel it has opened a new door for me.

5. Discussing ethical issues and writing about them in this English class has shown me how important it is to learn not only from the teacher, but the others around you.

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increased or decreased (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because I feel more open minded.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	✓				
2. Generally speaking, I can make effective ethical decisions.			✓		
3. I can usually recognize ethical issues in my daily experiences.	✓				
4. I can usually recognize ethical issues in my academic studies.	✓				
5. Usually, I feel comfortable discussing ethical issues with other people.	✓				
6. I believe personal ethics is an important social value.	✓				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.	✓				

PARKS ① P-1

CODE WORD 1

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think

2. When I am asked to write about a controversial topic, I find [illegible]

3. When I am asked to write about a situation with an ethical dilemma, I find [illegible]

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.		X			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			X		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		X			
9. Generally, I know how to make good ethical decisions.					

Post-1

CODE WORD 1

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - [✓ 21 to 30 years]
   - 31 to 40 years
   - 41 to 65 years

3. Income per year:
   - [✓ under $10,000]
   - 10,000 to 20,000
   - 20,000 to 30,000
   - 40,000 and up

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think [illegible] peer's and [illegible]

2. When I am asked to write about a controversial topic, I find [illegible].

3. When I am asked to write about a situation with an ethical dilemma, I find it very difficult, I [illegible] about my [illegible].

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because I [illegible] different [illegible].

5. Discussing ethical issues and writing about them in this English class has

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increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

everyone is [illegible] — [illegible] opinion is equal —

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		X			
2. Generally speaking, I can make effective ethical decisions.		X			
3. I can usually recognize ethical issues in my daily experiences.		X			
4. I can usually recognize ethical issues in my academic studies.			X		
5. Usually, I feel comfortable discussing ethical issues with other people.			X		
6. I believe personal ethics is an important social value.	X				
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		X			
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		/			
9. Generally, I know how to make good ethical decisions.		X			

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CODE WORD 14

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - [✓ 40,000 and up]

4. Race:
   - [✓ Caucasian]
   - African-American
   - Hispanic
   - Asian
   - American Indian
   - Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think of values

2. When I am asked to write about a controversial topic, I find myself thinking about abortion.

3. When I am asked to write about a situation with an ethical dilemma, I find I could write about family values.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.		✓			
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.			✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.			✓		
9. Generally, I know how to make good ethical decisions.		✓			

LCOI

CODE WORD 19

ETHICS SURVEY B

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]

2. Age:
   - Under 21 years
   - 21 to 30 years
   - [✓ 31 to 40 years]
   - 41 to 65 years

3. Income per year:
   - under $10,000
   - 10,000 to 20,000
   - 20,000 to 30,000
   - [✓ 40,000 and up]

4. Race: [✓ Caucasian] Asian
   African-American American Indian
   Hispanic Other

PART B: Please complete the following sentences.

1. When I hear the word ethics, I think more about minorities and people who make judgements about other people in general.

2. When I am asked to write about a controversial topic, I find it to be a hard task to put my opinions on paper.

3. When I am asked to write about a situation with an ethical dilemma, I find it to be challenging.

4. Discussing ethical issues and writing about them in this English class has increased ~~or decreased~~ (cross out either increased or decreased to complete statement) my interest in writing because it was a good project to prepare me for my next english class.

5. Discussing ethical issues and writing about them in this English class has

increased ~~or decreased~~ (cross out either increased or deccreased to complete statement) my tolerance of other people's opinions on an ethical issue because

every one has something to say.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:		✓			
2. Generally speaking, I can make effective ethical decisions.		✓			
3. I can usually recognize ethical issues in my daily experiences.		✓			
4. I can usually recognize ethical issues in my academic studies.			✓		
5. Usually, I feel comfortable discussing ethical issues with other people.			✓		
6. I believe personal ethics is an important social value.		✓			
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.		✓	✓		
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.		✓			
9. Generally, I know how to make good ethical decisions.		✓			

CCDI

CODE WORD 12

ETHICS SURVEY A

The following is an informal survey given by your instructor to elicit your views on ethics in your daily lives. Please answer all questions completely and thanks for being a participant; remember this is an anonymous survey, so be as honest as you can in all responses.

PART A: Please circle the appropriate answer as it pertains to you.

1. Gender: Male [✓ Female]
2. Age: [✓ Under 21 years] 21 to 30 years 31 to 40 years 41 to 65 years
3. Income per year: [✓ under $10,000] 10,000 to 20,000 20,000 to 30,000 40,000 and up
4. Race: Caucasian [✓ African-American] Hispanic Asian American Indian Other

PART B: Please complete the following sentences. Do not turn page until you complete all sentences below.

1. When I hear the word ethics, I think All differeunt kids of People Black, white, Asian, Hispanic living to geither in one big world

2. When I am asked to write about a controversial topic, I find it hard to do.

3. When I am asked to write about a situation with an ethical dilemma, I find That it is A Shame that we still have prejustic People inth world. Let's face it they are going to be here what we lik it or not.

PART C: Please check the appropriate column which indicates your feeling concerning the statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In general, I believe myself to be an ethical person:	X	___	___	___	___
2. Generally speaking, I can make effective ethical decisions.	___	___	X	___	___
3. I can usually recognize ethical issues in my daily experiences.	___	X	___	___	___
4. I can usually recognize ethical issues in my academic studies.	___	X	___	___	___
5. Usually, I feel comfortable discussing ethical issues with other people.	X	___	___	___	___
6. I believe personal ethics is an important social value.	___	___	X	___	___
7. When I disagree with other people concerning an ethical issue, I understand their viewpoint.	___	X	___	___	___
8. When I disagree with other people concerning an ethical issue, I am tolerant of their viewpoint.	___	___	___	X	___
9. Generally, I know how to make good ethical decisions.	___	___	X	___	___